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ABSTRACT

This compilation aggregates all relevant statistics about the history of the U.S. educational system into one convenient book. The statistical surveys of what is now the National Center for Education Statistics date from 1870. The level of detail in the surveys by this office gradually increased until, by 1920, the statistical program included a detailed breakdown of public school expenditures by purpose and of higher education income by source of funds. Expansion has continued through the new national surveys of recent years. Chapters review education characteristics of the U.S. population over the years; and the status of elementary school, secondary school, and higher education in U.S. history. Twenty-one figures illustrate trends in: (1) enrollment; (2) level of schooling completed; (3) income of graduates; (4) attendance; (5) teachers; (6) student-to-teacher ratios; (7) numbers of high school graduates; (8) sources of revenue; (9) expenditures; (10) graduates from higher education; (11) revenue sources for higher education; and (12) expenditures in higher education. Thirty-five tables present information grouped by population, elementary and secondary education, and higher education. Two appendixes contain tables which provide information about the state of the nation's economy in the 20th century. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

120 Years of American Education: A Statistical Portrait

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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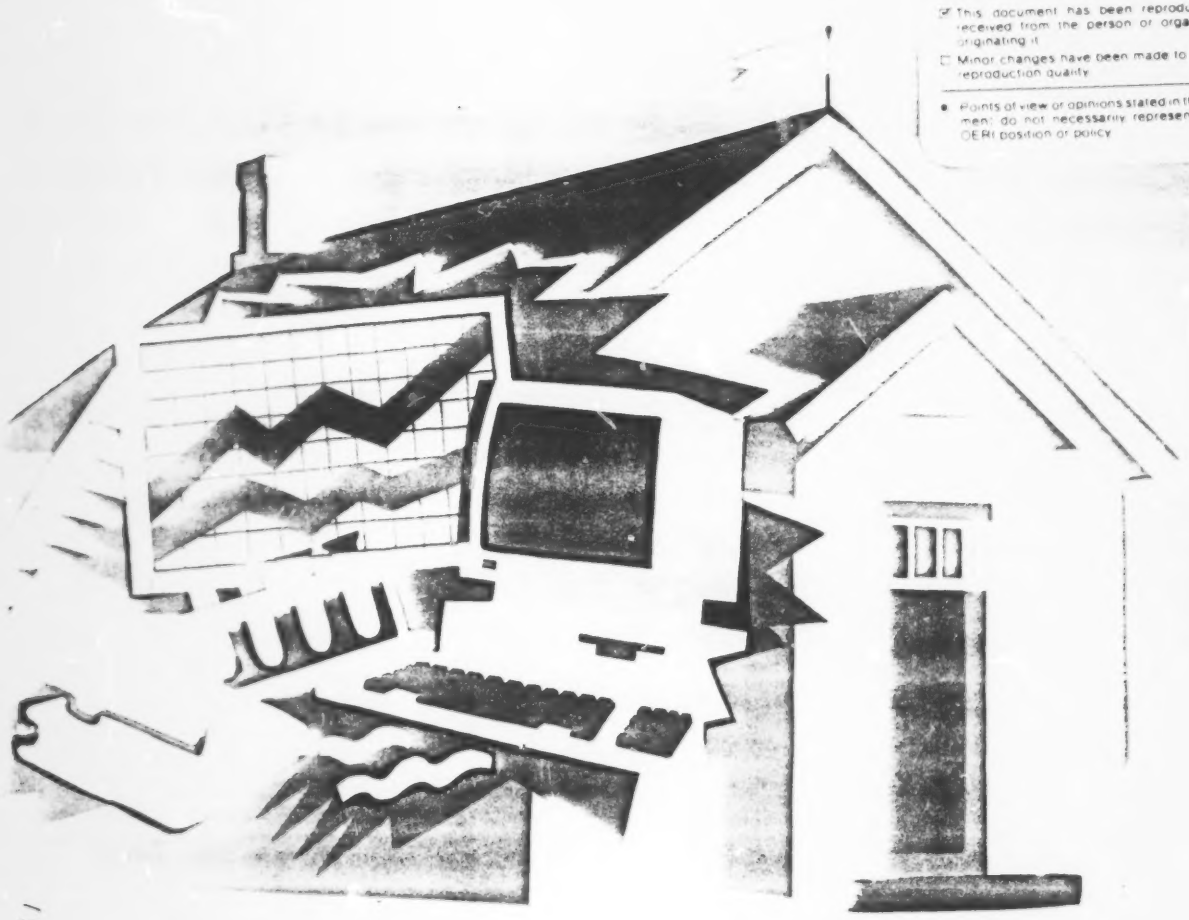

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120 Years of American Education: A Statistical Portrait

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

January 1993

Foreword

Emerson J. Elliott
Commissioner of Education Statistics

NCES statistics and reports are used for myriad purposes. Congress, federal agencies, state and local officials, business leaders, scholars and researchers, the news media, and the general public use our data to formulate programs, apportion resources, monitor services, research issues, and inform and make decisions.

Since 1870, the federal government has collected statistics on the condition and progress of American education. In the beginning, data were collected on very basic items, such as public elementary and secondary school enrollment, attendance, teachers and their salaries, high school graduates, and expenditures. Over the years, the level of detail has gradually increased. Today, the National Center for Education Statistics has a staff of approximately 130 who collect information through nearly 40 surveys and studies and produce more than 175 publications per year.

Statistics paint a portrait of our Nation. By looking at changes in the data over time—like number of schools, participation rates, completion rates, and expenditures—we see how our Nation has progressed. But the questions, too, have changed. Illiteracy, for example, is defined differently today than it was in earlier years. While we once looked only at whether a person could read or write, today we are concerned with how well a person can function in a modern society. Recent additions to the long-term data series contain more qualitative information, especially on student performance and classroom activities.

During the period in which this report was prepared, Diane Ravitch, an educational historian by profession, was Assistant Secretary for Educational Research and Improvement. Dr. Ravitch knows the importance of the record that America's education data collections form, and it was her personal interest and initiative that prompted preparation of this report. Her support, both as Assistant Secretary and as an historian of education, has been invaluable to the production of this volume and in all other efforts of NCES.

The Assistant Secretary's Introduction to this volume states that an historical perspective is indispensable for a full understanding of American education and the changes it has undergone. Such a perspective will help supply that meaning, understanding, and judgment needed to help improve education in America.

I join her in thanking Vance Grant of OERI and Tom Snyder of NCES for producing this work. We will benefit from the better understanding of our past that these education statistics bring to us.

This work supplements other major compilations of education statistics, including the annual *Digest* and the *Condition of Education* reports, and reaffirms the mission of the National Center for Education Statistics to provide the Nation with data on the condition and progress of education. Our goal is to make education data accessible, useful, and meaningful to our many publics. I welcome comments for improvements to our data collections and publications.

Acknowledgments

Many people have contributed in one way or another to the development of *120 Years of American Education*. Foremost among these contributors is W. Vance Grant, who has served as an education statistics expert since 1955. Thomas D. Snyder was responsible for the overall development and preparation of *120 Years of American Education*, which was prepared under the general direction of Jeanne E. Griffith, Associate Commissioner for Data Development.

William Sonnenberg served as a statistical consultant in all phases of *120 Years of American Education* and was responsible for chapter 2, "Elementary and Secondary Education." Irene Baden Harwarth developed a table on higher education enrollment and was responsible for developing charts for the report. Charlene Hoffman developed tables on degrees conferred and managed the typesetting. Carol Sue Fromboluti managed the review process of the publication. Celestine Davis provided statistical assistance.

A number of people outside the Center also expended large amounts of time and effort on *120 Years of American Education*. James J. Corina and Robert Craig of Pinkerton Computer Consultants, Inc., provided computer support. Louise Woerner, Barbara Robinson, Jeannette Bernardo, and Jeffrey Sisson of HCR provided research assistance. Nancy Floyd copyedited this book, and Margery Martin and Wilma Greene provided editorial assistance. Annie Lunsford designed the cover. Jerry Fairbanks and Kim Stiles of the U.S. Government Printing Office provided typesetting assistance.

120 Years of American Education has received extensive reviews by individuals within and outside the Department of Education. We wish to thank them for their time and expert advice. In the Office of Educational Research and Improvement (OERI), Diane Ravitch, Maris Vinovskis, Mary Frase, W. Vance Grant, Fred Beamer, Frank Morgan, John Sietsema, and Irene Baden Harwarth reviewed the entire manuscript. Rosemary Clark and Dave Fleck of the Bureau of the Census also reviewed the entire document. Agency reviews were conducted by the Office of Bilingual Education and Minority Languages Affairs, Office of Management and Budget, Office of Policy and Planning, Office of Private Education, and Office of Vocational and Adult Education, U.S. Department of Education.

OERI Deputy Assistant Secretary Francie Alexander and NCES Chief of Staff Paul R. Hall provided leadership and gave enthusiastic support to this project.

Introduction

Diane Ravitch
Assistant Secretary

As an historian of education, I have been a regular consumer of education statistics from the U.S. Department of Education. For many years, I kept the Department's telephone number in my address book and computer directory. It did not take long to discover there was one person to whom I should address all my queries: Vance Grant. In my many telephone calls for information, I discovered he is the man who knows what data and statistics have been gathered over the years by the Department of Education. No matter how exotic my question, Dr. Grant could always tell me, without delay, whether the information existed; usually, he produced it himself. When I asked a statistical question, I could often hear the whir of an adding machine in the background, even after the advent of the electronic calculator.

Imagine my surprise, therefore, to find myself in the position of Assistant Secretary of the Office of Educational Research and Improvement (OERI), the very home of the National Center for Education Statistics (NCES). The latter agency is headed by Emerson Elliott, the first presidentially appointed Commissioner of Education Statistics. And imagine my delight when I encountered Vance Grant, face to face, for the first time. The voice on the telephone, always cheerful and confident, belonged to a man employed by the Department or Office of Education since 1955.

Vance Grant, a Senior Education Program Specialist, and Tom Snyder, NCES' Chief of the Compilations and Special Studies Branch in the Data Development Division, prepared *120 Years of American Education: A Statistical Portrait*. They did so enthusiastically, because—like me—they knew it was needed. Historians of education customarily must consult multiple, often disparate, sources to find and collect the information in this one volume. They can never be sure if the data they locate are consistent and reliable. This compilation aggregates all relevant statistics about the history of our educational system in one convenient book. It will, I believe, become a classic, an indispensable volume in every library and on every education scholar's bookshelf, one that will be periodically updated. Vance Grant's and Tom Snyder's careful preparation of this report substantially enriches our knowledge of American education.

But collecting these historical data in one volume not only benefits professional historians. As a Nation, we need to develop an historical perspective in analyzing change. Too often, newspapers report important political, economic, or social events without supplying the necessary historical context. We are all now accustomed to reading headlines about the latest test scores. Whether up or down, they invariably overstate the meaning of a single year's change. And the same short-sightedness often flaws journalistic reports of other major educational trends.

Historical Context

One does not need to be an historian to recognize the tremendous importance of historical context. Each of us should be able to assess events, ideas, and trends with reliable knowledge of what has happened in the past. If we cannot, our ability to understand and make sense of events will be distorted. This volume would become a reference for all who wish to make informed judgments about American education. We must struggle mightily against the contemporary tendency towards presentism, the idea inspired by television journalism that today's news has no precedent. As we struggle to preserve history, we preserve our human capacity to construct meaning and to reach independent judgment.

In an age when we are awash with information and instantaneous news, it is meaning, understanding, and judgment that are in short supply. This collection of historical statistics about American education provides its readers with the perspective they need to understand how far we have come in our national commitment to education and how far we must still go in pursuit of our ideals.

I especially thank Vance Grant and Tom Snyder for their untiring efforts in assembling this book. Without their dedication, and without Emerson Elliott's support for the importance of this work, it would never have happened.

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Statistics in the U.S. Department of Education: Highlights from the Past 120 Years

W. Vance Grant

In 1867, the Congress of the United States passed legislation providing "That there shall be established at the City of Washington, a department of education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." The department was to be headed by a Commissioner of Education. The Commissioner was to be paid a salary of $4,000 a year, and he was authorized to appoint three clerks, at annual salaries of $2,000, $1,800, and $1,600, to help him carry out his duties.

Two years later, the name of the new department was changed to the Office of Education, its budget was cut back, and the Commissioner's support staff was reduced from three to two clerks. The Office of Education became one of the constituent agencies within the Department of the Interior in 1869, and it remained there for 70 years. During most of those years, it was known as the Bureau of Education, but in 1929 its name was restored to the Office of Education. In 1939, it became part of the Federal Security Agency, and in 1953, it was assigned to the newly established Department of Health, Education, and Welfare. In 1980, education was separated from health and welfare, and a new cabinet-level Department of Education came into existence.

Early in its history, the federal education agency moved to fulfill its mandate to "collect" and "diffuse" statistics on education in the United States. The development of a statistical program proved to be a formidable task. The country was large, its educational system was decentralized, and the staff available to collect statistics was almost nonexistent.

In the beginning, no effort was made to estimate for nonresponding institutions (probably because there were no bench marks from which to make reasonable estimates). There were also some inconsistencies in the data obtained from the states and territories and from the various colleges and universities. Early on, the compilers of education statistics learned to look to the decennial censuses of population to fill some of the gaps in the data reported to this office.

Some of the problems faced by the new agency, along with some of the progress made in the early years, are evident in a quotation from Commissioner John Eaton, who wrote in the *Report of the Commissioner of Education for the Year 1875:* "When the work of collecting educational statistics was begun by the Office, it was found that there was no authentic list of the colleges in the United States, or of academies, or normal schools, or schools of science, law, or medicine, or of any other class of educational institutions. The lists of nearly all grades of schools are now nearly complete. Information on all other matters relating to educational systems was equally incomplete and difficult of access."

The statistical surveys of what is now the National Center for Education Statistics[1] date from 1870. The first statistics were apparently the responsibility of the chief clerk, but in 1872, Congress authorized the agency to hire its first statistician at a salary of $1,800 a year. In the beginning, data were collected on basic items, such as public elementary and secondary school enrollment, attendance, teachers and their salaries, high school graduates, and expenditures. At the higher education level, the data in the early years included the number of colleges and universities, enrollment, faculty, and bachelor's and higher degrees conferred.

The level of detail obtained in the surveys of this office gradually increased. By 1890, the data collection program had been expanded to include private

[1] The statistical component of the Department of Education has had many names. A staff member who joined this office in 1955 recalls that in the past 37 years it has been called the Research and Statistical Services Branch, the Educational Statistics Branch, the Division of Educational Statistics, the National Center for Educational Statistics, the National Center for Education Statistics, the Center for Statistics, the Center for Education Statistics, and, once again, the National Center for Education Statistics. For convenience it will be referred to in this paper as the National Center for Education Statistics or simply National Center.

elementary and secondary school enrollment, teachers, and graduates; enrollment by subject field in public high schools; public school revenue receipts by source; and income and value of physical plants of institutions of higher education. By 1920, the statistical program included a detailed breakdown of public school expenditures by purpose and of higher education income by source of funds.

The statistical program of the National Center for Education Statistics took a major step forward in 1923 when it was authorized to hire four new "Principal Statistical Assistants." A major responsibility of these new employees was to make visits "to the field" every two years. During these field visits, they worked with the state departments of education and with the institutions of higher education that had not responded fully to the Center's requests for statistical information. The field staff brought back a great deal of information that would not have been available otherwise, thus enabling the Center to report national totals that were virtually 100 percent complete. These field visits were made biennially for many years. The last extensive use of a field staff was made in 1962 when representatives of the National Center visited every state department of education in connection with the *National Inventory of School Facilities and Personnel.*

By 1930, the education data collected included the number of public elementary and secondary schools, the approximate number of private elementary and secondary schools, the endowments of institutions of higher education, and a breakdown of the expenditures of colleges and universities by purpose. The collection of education statistics was curtailed during the early and middle 1940s, as the office assumed various responsibilities related to the war effort.

Following the end of World War II, there was a further expansion in the statistical information collected by this office. College enrollment increased as many war veterans took advantage of the G.I. Bill of Rights to attend the Nation's institutions of higher education. The office responded with an annual survey of fall enrollment in colleges and universities.[2] While there have been some modifications in the coverage and in the amount of detail requested over time, this survey continues in an unbroken series 47 years later.

A survey of earned degrees conferred by major field of study was initiated in 1948, and it continues today to provide annual data on the supply of trained personnel coming out of colleges and universities with bachelor's, master's, doctor's, and first-professional degrees. This survey was extended to include associate degrees and other awards below the baccalaureate in 1966. Data by sex have been collected in the fall enrollment and earned degree surveys for many years. Beginning in 1976, both surveys were expanded to include the race/ethnicity of the students and degree recipients. Statistics on the number of foreign (nonresident alien) students and degree recipients have also been collected periodically since 1976.

An annual survey of public school enrollment, teachers, and schoolhousing was begun in 1954. This survey has continued through the years, but the amount of information collected has increased substantially over time. Today, it is our primary source of state and national data on the enrollment, staff, graduates, and finances of public elementary and secondary schools.

The professional and clerical staff of the National Center had grown gradually from 16 in 1948 to 26 in 1956. A major expansion of its staff and responsibilities occurred in fiscal year 1957 when the Center was authorized to increase its personnel to 76, including 32 statisticians and education specialists. The increase in staff enabled the Center to collect more statistical information and to process it more expeditiously. The period from the late 1950s through the early 1960s was a productive time for the Center. The quantity and quality of the statistical publications coming out of the Center in those years were quite high.

In the mid-1960s, the National Center's education statistics were put to a new use—that of supporting the education proposals that were making their way through the legislative process on Capitol Hill. It is no exaggeration to say that the Center's statistics played an indispensable role in the passage of a number of acts of Congress which provided support to elementary, secondary, and higher education. For those staff members of the Center who were involved in preparing testimony and in supplying statistical analyses to Capitol Hill for legislative purposes, it was a very exciting time indeed.

For many years, the National Center for Education Statistics has prepared a directory of public school districts in the United States. Recent editions of this directory provide the name, address, and telephone number, as well as statistics on the number of schools, enrollment, teachers, high school graduates, and grade span of each public school district. In 1967, the Center assumed the responsibility for the preparation of a directory of institutions of higher education. Today, this publication has evolved into a two-volume *Directory of Postsecondary Institutions:* Volume 1 provides data on 4-year and 2-year institutions (primarily colleges and universities); Volume 2 contains information about institutions that offer less than 2 years of postsecondary education (mainly vocational schools).

[2] Earlier, surveys of enrollment in the "third week of fall term" had been conducted biennially.

Traditionally the information collected by the National Center for Education Statistics emphasized inputs rather than outcomes. Recognizing the need to provide data on the quality of education as well, the Center in 1969 launched the National Assessment of Educational Progress. For the past two decades, the National Assessment surveys have measured the achievement of a nationwide sample of students aged 9, 13, and 17 in reading, writing, mathematics, and science. Surveys of civics, history, and geography achievement also have been conducted on a periodic basis. The Center also has participated in several international studies which provide comparative data on student achievement in mathematics, science, and reading.

The longitudinal surveys of the National Center for Education Statistics date from 1972. In these surveys, a nationwide sample of students is tracked over a period of years. Their educational and occupational experiences are recorded, and some information is collected on their family lives and other experiences and on their goals in life. The first series began with a group of high school seniors in 1972, and the second longitudinal series began with both high school sophomores and seniors in 1980. A third longitudinal study of students who were in the eighth grade in the spring of 1988 will contribute to our knowledge of when and why students drop out of high school. Future longitudinal studies based on other student levels are planned.

Among the new surveys added to the National Center's statistical program in recent years are the National Postsecondary Student Aid Study, the National Survey of Postsecondary Faculty, the Schools and Staffing Survey, and the National Household Education Survey. The Student Aid Study, first conducted in 1986–87, provides data on the proportion of postsecondary students who obtain financial assistance, the kinds and sources of assistance they receive, and the average amounts of aid awarded. The National Survey of Postsecondary Faculty, first conducted in 1987–88, collected information about the characteristics of academic departments and college faculty members. The Schools and Staffing Survey, first conducted in 1987–88, provides a wealth of information on elementary and secondary school teachers, including their personal characteristics, their teaching assignments, and their attitudes toward the teaching profession. The data on teacher turnover and teacher characteristics, which are derived from this study, make possible a variety of analyses, such as a projection of the number of teachers that will be needed in the years ahead. The National Household Education Survey, first conducted in 1991, is used to collect data that are difficult to obtain through surveys of institutions. For example, this system was used to collect information about the day-care experiences and preparation of children for elementary school.

In addition to completely new survey systems, other existing survey systems have been expanded during the 1980s. For example, the new Integrated Postsecondary Education Data System (IPEDS) was designed to include all postsecondary education providers, rather than just colleges and universities.

A review of the statistical program of the Department of Education would not be complete without mentioning a few of the major publications that cover the field of education from a broad perspective. From 1870 through 1917, the statistics collected by this office appeared in the Annual Report of the Commissioner of Education. These impressive volumes, produced by a small but dedicated staff, provide the framework for much of the National Center's statistical program today.

From 1918 through 1958, the major surveys of this office were collected and published as chapters in the *Biennial Survey of Education in the United States*. The *Biennial Survey* usually contained chapters on state school systems, city school systems, and institutions of higher education, and a summary chapter covering all levels of education. From time to time, there were additional chapters covering a variety of subjects, including offerings and enrollments in high school subjects, statistics of public secondary schools, special education for exceptional children, statistics of private elementary and secondary schools, and library statistics.

After the demise of the *Biennial Survey*, a need was felt for a publication that would bring together in one convenient volume a summary of the different kinds of data being collected by the National Center. To fulfill this objective, the first *Digest of Education Statistics*[3] was prepared and published in 1962. Thirty years later, a greatly expanded *Digest* continues to meet the needs of thousands of users of education statistics each year by providing numerous trend tables as well as the latest survey data.

In 1964, the National Center initiated a series entitled *Projections of Education Statistics*.[4] This report, which is now prepared annually, provides projections for each of the next 10 years of many key data items collected by the National Center, including enrollment, instructional staff, high school and college graduates, and educational finances. In recent years, the report has been expanded to include some forecasts at the state level.

Responding to a congressional mandate expressed in the Education Amendments of 1974, the National Center has prepared a report on the "condi-

[3] Early editions of the *Digest of Education Statistics* were called *Digest of Educational Statistics*.

[4] Early editions of the *Projections of Education Statistics* were called *Projections of Educational Statistics*.

tion of education" each year since 1975. *The Condition of Education* provides timely data on the status and progress of education in this country. It uses an "indicators" approach to highlight specific issues with relevant information. Recent editions of this report have added a new dimension by comparing the educational attainment, achievement, and expenditures in the United States with those in other countries.

From humble beginnings 120 years ago, the National Center for Education Statistics has emerged as one of the major statistical agencies of the federal government. Today, it is headed by a Commissioner of Education Statistics and has a staff of approximately 130 people. It issues approximately 175 publications a year. These documents include early releases, bulletins, statistical reports, directories, and handbooks of standard terminology. Electronic formats, including data tapes, diskettes, CD-ROMs, and bulletin boards, are also used to make data available to the public.

The demand for the National Center's products continues to grow. The number of requests for education statistics and related information directed to the information office now averages close to 1,000 a week. The requests come from a variety of sources, including Members of Congress and congressional committees, government agencies, state and local school officials, institutions of higher education, organizations representing the education community, the news media, business organizations, students, and the general public. As the 21st century approaches, the National Center will be looking for additional ways to serve its wide audience of users of education statistics.

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Chapter 1
Education Characteristics of the Population

". . . [I]t is believed that the most effectual means of preventing [tyranny] would be, to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts, which history exhibiteth, that . . . they may be enabled to know . . ." Thomas Jefferson's "Bill for the more general diffusion of knowledge" (1779).

"By the year 2000: . . .

Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. . . ."

Goal #5, The National Education Goals (1990).

We are unable to know the level of enthusiasm that the founding fathers actually had for public education. But it is clear that many Americans have shared Mr. Jefferson's vision of the need to have an educated population in order to "exercise the rights and responsibilities of citizenship." Thus, even as early as the Northwest Ordinance of 1787, the federal government set aside resources for education. The creation of the federal Department of Education in 1867, while not a cabinet level position, did reinforce the importance of education.

The Act of 1867 directed the Department of Education to collect and report the "condition and progress of education" in annual reports to Congress. In the first report of 1870, the Commissioner proudly reported that nearly 7 million children were enrolled in elementary schools and 80,000 were enrolled in secondary schools. Also, some 9,000 college degrees had been awarded. This contrasts with 1990, when 30 million were enrolled in public elementary schools and 11 million were enrolled in secondary schools. Over 1.5 million bachelor's and higher degrees were awarded.

What path has American education taken from such modest beginnings to such an impressive present? These and other questions prompted the Office of Educational Research and Improvement to review historical data and report on historical education statistics. This publication presents information from the first Office of Education report for 1869–70 to current studies. It charts the development of the U.S. education enterprise from its past to the present, pointing toward its future.

One of the important determinants of the scope of an education system is the size of the population base. Changes in the birth rate and consequential shifts in population profoundly influence society for decades as larger or smaller groups (birth cohorts) move through school, adulthood, work force, and finally into retirement. Larger birth cohorts can cause pressure for building schools, hiring more teachers, and expanding medical services; reduced cohorts can have the opposite effect. During the historical period covered by this publication, there have been several of these population expansions and contractions that have impacted on public school systems.

The early years of the United States were marked by very rapid population growth. Between 1790 and 1860, the U.S. population grew by about a third each decade. This rate of growth is more than three times the population growth that has occurred in the past decade. These rises occurred despite the decline in the birth rate during the 19th century. Increases in immigration and in the number of women of childbearing age apparently compensated for the birth-rate decline (table 1).

In the last decade of the 19th century, the population growth rate fell to 22 percent and the drops continued into the first two decades of the 20th century. The 1920s marked a period of shifts in the population outlook. The birth rate continued to fall, dropping from 118 per 1,000 women 15 to 44 years old in 1920 to 89 in 1930. Also, the actual number of births fell by 11 percent during the 1920s, marking a divergence from the relative stability of the teens. The decline in the birth rate stabilized during the 1930s, and then rose dramatically following World War II, reaching a peak of 123 births per 1,000 women in 1957. This post-war birth rate was nearly as high as those registered in the early teens. After this peak of the "baby boom," the birth rate resumed its historical decline. The low points in birth rates so far this century were in 1984 and in 1986, when there were 65 births per 1,000 women. The United States is now experiencing a surge in the number of births caused by the large number of "baby boomers" at child-bearing age. The 4.1 million births

in 1991 is nearly as high as the peak of 4.3 million in 1957.

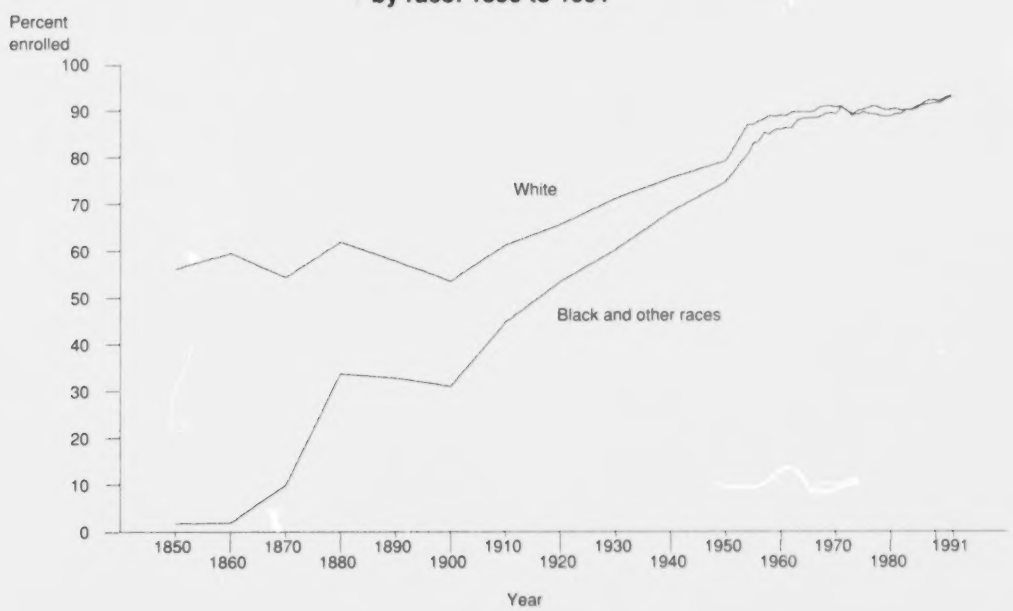
The number of births and the population size are important determinants of the scope of the school system. But the relative size of the school-age population is also an important consideration when examining the impact of the cost of education on the adult population. In 1870, about 35 percent of the population was 5 to 17 years old. This proportion fell rapidly to 28 percent at the turn of the century, but further changes in the beginning of the century were very small. In the 1930s, the percentage of 5– to 17-years-olds in the population began to decline, reaching a low point of 20 percent in 1947. During the late 1960s, the proportion of 5– to 17-year-olds rose to 26 percent. However, this proportion has fallen in recent years, hitting 18 percent in 1991. Thus, the proportion of the population requiring elementary and secondary school services is at or near a record low level. Given the recent rises in births, significant decreases in this proportion are not anticipated for the near future.

Enrollment Rates

The proportion of young people enrolled in school remained relatively low in the last half of the 19th century. Although enrollment rates fluctuated, roughly half of all 5- to 19-year-olds were enrolled in school (table 2). Rates for males and females were roughly similar throughout the period, but rates for blacks were much lower than for whites. Prior to the emancipation of Southern blacks, school enrollment for blacks largely was limited to only a small number in Northern states. Following the Civil War, the enrollment rate for blacks rose rapidly from 10 percent in 1870 to 34 percent in 1880. However, in the ensuing 20 years there was essentially no change in the enrollment rate for blacks and the rate for whites actually fell. The beginning of the 20th century brought sustained increases in enrollment rates for both white and minority children. The overall enrollment rates for 5- to 19-year-olds rose from 51 percent in 1900 to 75 percent in 1940. The difference in the white and black enrollment rates narrowed from 23 points in 1900 to 7 points in 1940.

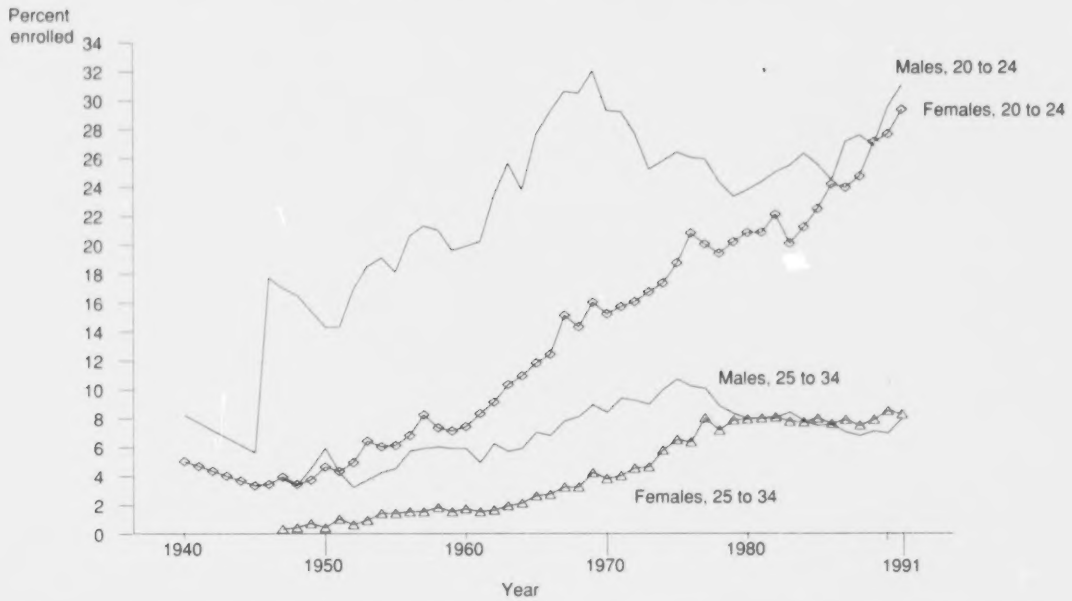
Enrollment rates continued to rise in the post-war period for all race groups. By the early 1970s, enrollment rates for both whites and blacks had risen to about 90 percent, and these rates since have remained relatively stable. In the most recent 1991 data, the enrollment rate for 5- to 19-year-olds was 93 percent for blacks, whites, males, and females.

Figure 1.-- Percent of 5- to 19-year-olds enrolled in school, by race: 1850 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various issues.

Figure 2.--Percent of 20- to 24-year-olds and 25- to 34-year-olds enrolled in school, by sex: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various issues.

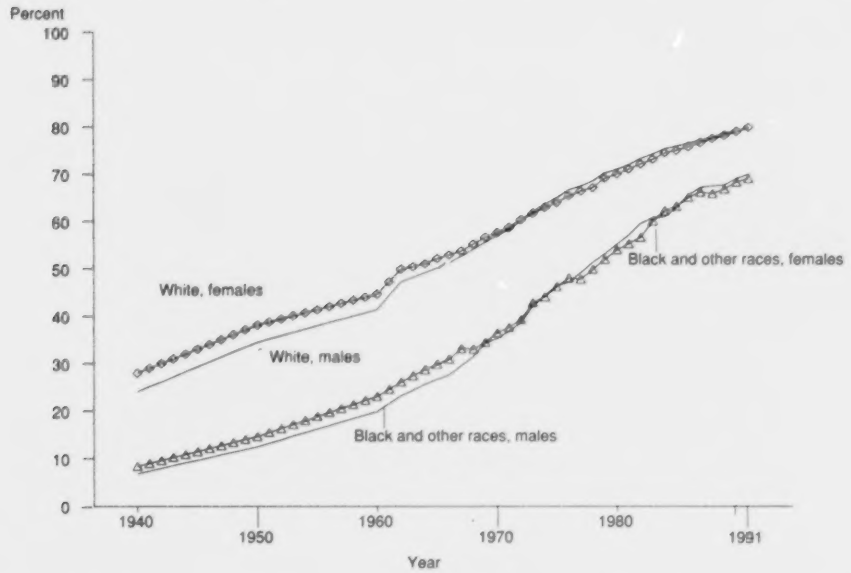
While the enrollment rates for children of elementary school age have not shown major changes during the past 20 years, there have been some increases for younger students as well as for those persons attending high school and college (table 3). The enrollment rate for 7- to 13-year-olds has been 99 percent or better since the late 1940s, but the rate for the 14- to 17-year-olds has exhibited significant increases since that period. During the 1950s, the enrollment rate of 14- to 17-year-olds rose from 83 percent to 90 percent. Further increases during the 1960s and 1980s brought the enrollment rate to a high of 96 percent by the late 1980s. The rates for 5- and 6-year-olds also rose, from 58 percent in 1950 to 95 percent in 1991. Rates for those of college-age doubled or tripled throughout the 1950 to 1991 period, with much of the increase occurring during the 1980s. In 1950, only 30 percent of 18- and 19-year-olds were enrolled in school, compared to 60 percent in 1991. The rate for 20- to 24-year-olds rose from 9 percent in 1950 to 30 percent in 1990.

Educational Attainment

The increasing rates of school attendance have been reflected in rising proportions of adults completing high school and college. Progressively fewer adults have limited their education to completion of the eighth grade which was typical in the early part of the century. In 1940, more than half of the U.S. population had completed no more than an eighth-grade education. Only 6 percent of males and 4 percent of females had completed 4 years of college (table 4). The median years of school attained by the adult population, 25 years old and over, had registered only a scant rise from 8.1 to 8.6 years over a 30-year period from 1910 to 1940 (table 5).

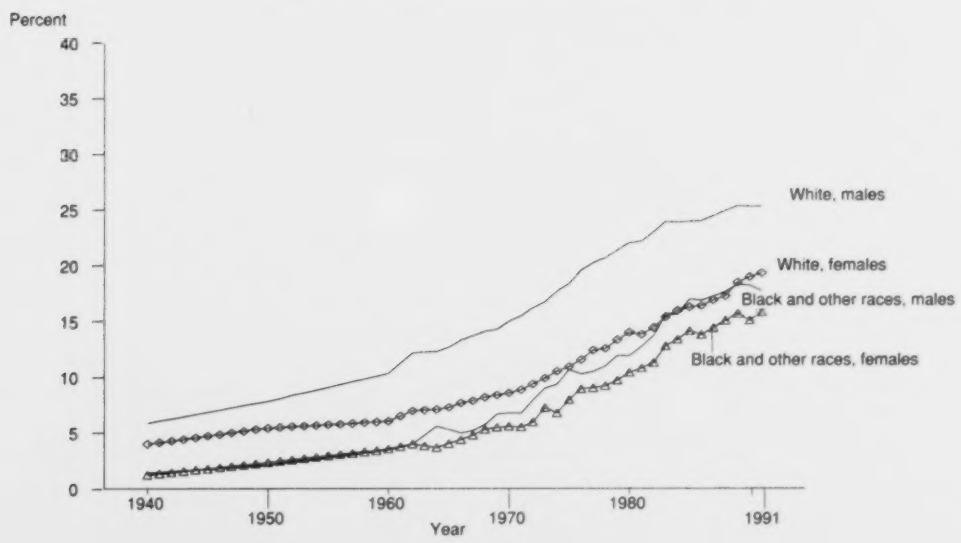
During the 1940s and 1950s, the more highly educated younger cohorts began to make their mark on the average for the entire adult population. More than half of the young adults of the 1940s and 1950s completed high school, and the median educational attainment of 25- to 29-year-olds rose to 12.3 years. By 1960, 42 percent of males, 25 years old and over, still had completed no more than the eighth grade, but 40 percent had completed high school and 10 percent had completed 4 years of college. The corresponding proportion for women completing high school was about the same, but the proportion completing college was somewhat lower (table 4).

Figure 3.--Percent of persons 25 years old and over completing 4 years of high school, by sex and race: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970; and* Current Population Reports, Series P-20, *Educational Attainment in the United States*, various issues.

Figure 4.--Percent of persons 25 years old and over completing 4 years of college, by sex and race: 1940 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970; and* Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years.

During the 1960s, there was a rise in the educational attainment of young adults, particularly for blacks. Between 1960 and 1970, the median years of school completed by black males, 25 to 29 years old, rose from 10.5 to 12.2. From the middle 1970s to 1991, the educational attainment for all young adults remained very stable, with virtually no change among whites, blacks males or females. The average educational attainment for the entire population continued to rise as the more highly educated younger cohorts replaced older Americans who had fewer educational opportunities. In 1991, about 70 percent of black males [1] and 69 percent of black females [1] had completed high school. This is lower than the corresponding figures for white males and females (80 percent). However, the differences in these percentages have narrowed appreciably in recent years. Other data corroborate the rapid increase in the education level of the minority population. The proportion of black males [1] with 4 or more years of college rose from 12 percent in 1980 to 18 percent in 1991, with a similar rise for black females. [1]

Illiteracy

Illiteracy statistics also give an important indication of the education level of the adult population. Today, illiteracy is a different issue than in earlier years. The more recent focus on illiteracy has centered on functional literacy, which addresses the issue of whether a person's reading and writing levels are sufficient to function in a modern society. The earlier surveys of illiteracy examined a very fundamental level of reading and writing. (See Methodology for additional detail.) The percent of illiteracy, according to earlier measurement methods, was less than 1 percent of persons 14 years old and over in 1979 (table 6). Modern measurements have suggested somewhat higher levels of functional illiteracy.

For the major part of this century, the illiteracy rates have been relatively low, registering only about 4 percent as early as 1930. However, in the late 19th century and early 20th century, illiteracy was very common. In 1870, 20 percent of the entire adult population was illiterate, and 80 percent of the black population was illiterate. By 1900, the situation had improved somewhat, but still 44 percent of blacks remained illiterate. The statistical data show significant improvements for black and other races in the early portion of the 20th century, as the former slaves who had no educational opportunities in their youth were replaced by younger individuals who grew up in the post-Civil War period and often had some chance to obtain a basic education. The gap in illiteracy between white and black adults continued to narrow through the 20th century, and in 1979 the rates were about the same.

Income

Education is generally considered important to individuals to help them obtain good jobs with relatively high pay. More highly educated individuals are paid more, on average, than less well educated persons. The historical changes that have occurred in the relative incomes for different levels of education are less well known.

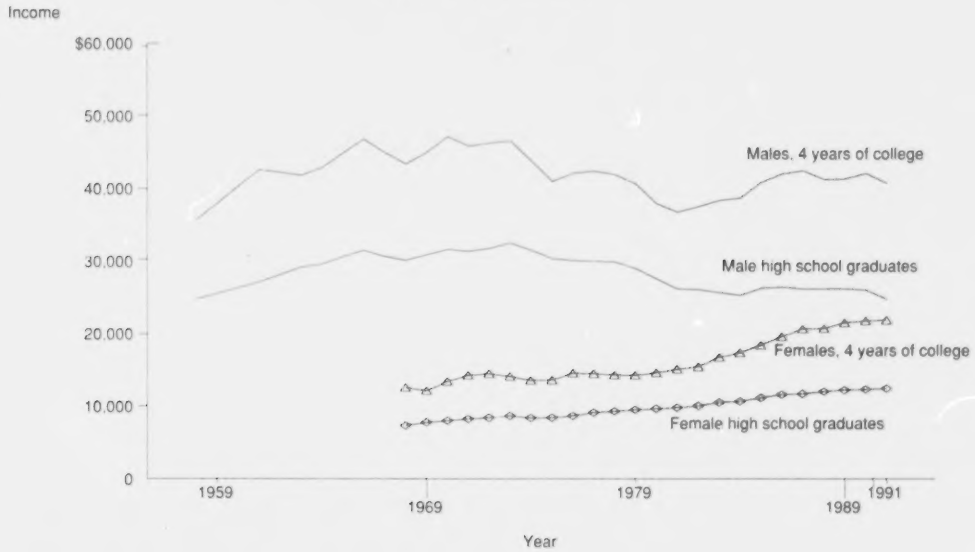
Most of the increases in incomes for males over the past three decades may be attributed solely to inflation. After adjusting for inflation, incomes for males at all education levels rose rapidly during the 1950s and 1960s (table 7). Incomes for males with lower levels of education maintained pace with those with higher levels of education. Between 1961 and 1971, the incomes for males who had only 1 to 3 years of high school rose by 14 percent after adjustment for inflation, while incomes for those who completed high school rose by 16 percent. For males who had 4 years of college, the increase was only 8 percent.

After peaking in the early 1970s, incomes for males of all education levels suffered during the rest of the decade, especially during 1974 and 1975. Between 1971 and 1981, incomes for males who had not finished high school fell by 24 percent, while incomes for those who had completed high school fell by 16 percent. Incomes for males who had completed 4 years of college fell by 20 percent during the same period.

The 1980s showed some recovery in income for more educated groups; however, those with lower levels of education continued to suffer. For males with 1 to 3 years of high school, the average income fell by 13 percent between 1981 and 1991, after adjustment for inflation. The incomes for those who had completed only high school fell by 6 percent. In contrast, the average income for males with 4 years of college rose by 11 percent and the income of those with 5 or more years of college rose by 20 percent. Thus, in the 1980s there was a widening of the income gap between those with less education compared to those with more education. From an historical perspective over these three decades of changes, the income gap between males with 4 years of college and those with 4 years of high school has widened only slightly.

[1] Includes other races.

Figure 5.--Annual average income of high school and college graduates, 25 years old and over, in constant 1991 dollars, by sex: 1959 to 1991



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970; and* Current Population Reports, *Money Income of Families and Persons in the United States;* unpublished data.

The patterns in salary increases for females have been somewhat similar to those for males. However, the incomes for females continued to rise during the 1970s. For example, between 1971 and 1981, the average income for females with a high school diploma rose by 19 percent compared to the 16 percent decline for males. The incomes for women with 4 or more years of college increased by 6 percent during the period. During the 1980s, the growth in incomes for females continued to outpace those for males. The incomes for women with less than 4 years of high school increased by 17 percent and the incomes for women completing 4 years of high school rose by 27 percent. Incomes for women with 4 years of college rose by 45 percent.

Despite very large increases for females, salaries for males continue to be significantly higher than those for females with equivalent levels of education. For example, the salary for males with 4 years of college is 86 percent higher than that for women with equivalent education, and the salary for males with 4 years of high school is nearly double that of women with a similar level of education. More detailed statistics for specific age groups, and controlled for full-time year-round workers, generally show smaller income gaps, but substantial differences remain.[2]

The historical data show large increases in enrollment ratios and rates over the past 140 years, with some significant rises even in more recent years. The higher levels of education attained by young adults in the most recent decades suggest that the overall education level of the population will continue to rise slowly into at least the early 21st century.

[2] For example, see *Youth Indicators, 1991*. The 1989 income for male full-time year-round workers, 15 to 24 years of age was 13 percent higher than for females. Additional material appears in *Digest of Education Statistics, 1992* and U.S. Department of Commerce, Bureau of the Census, *Money Income of Households, Families and Persons in the United States*.

Table 1.—Population, by age and race, live births, and birth rate: 1790 to 1991

[Population and births in thousands]

Year	Population, by age												Population, by race[1]				Live births	Birth rate[2]
	Total	Under 5	5 to 13	14 to 17	18 and 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 to 59	60 and over	Total	White	Black	Other races		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1790	3,929	—	—	—	—	—	—	—	—	—	—	—	3,929	3,172	757	—	—	—
1800	5,308	—	—	—	—	—	—	—	—	—	—	—	5,308	4,306	1,002	—	—	[3]278.0
1810	7,240	—	—	—	—	—	—	—	—	—	—	—	7,240	5,862	1,378	—	—	[3]274.0
1820	9,638	—	—	—	—	—	—	—	—	—	—	—	9,638	7,867	1,772	—	—	[3]260.0
1830	12,866	—	—	—	—	—	—	—	—	—	—	—	12,866	10,537	2,329	—	—	[3]240.0
1840	17,069	—	—	—	—	—	—	—	—	—	—	—	17,069	14,196	2,874	—	—	[3]222.0
1850[4]	23,192	3,498	[5]6,132	[6]2,530	([7])	[8]4,277	([9])	[10]2,826	([11])	1,847	1,110	959	23,192	19,553	3,639	—	—	[3]194.0
1860[4]	31,443	4,842	[5]7,892	[6]3,361	([7])	[8]5,726	([9])	[10]4,021	([11])	2,614	1,586	1,348	31,443	26,923	4,442	79	—	[3]184.0
1870[4]	38,558	5,515	[5]9,601	[6]4,041	([7])	3,748	3,075	2,563	2,315	3,519	2,245	1,933	38,558	33,589	4,880	89	—	[3]167.0
1880	50,156	6,915	[5]12,195	[6]5,011	([7])	5,088	4,081	3,369	3,000	4,558	3,111	2,828	50,156	43,403	6,581	172	—	[3]155.0
1890[12]	62,622	7,635	[5]14,608	[6]6,558	([7])	6,197	5,228	4,579	3,866	5,917	3,999	3,875	62,622	54,984	7,470	168	—	[3]137.0
1900	76,094	9,181	15,402	6,132	3,000	7,383	6,572	5,589	4,996	7,752	5,186	4,901	75,995	66,809	8,834	351	—	[3]130.0
1901	77,584	9,336	15,572	6,228	3,056	7,544	6,729	5,713	5,126	7,939	5,324	5,017	—	—	—	—	—	—
1902	79,163	9,502	15,750	6,333	3,119	7,713	6,890	5,847	5,261	8,138	5,472	5,138	—	—	—	—	—	—
1903	80,632	9,645	15,893	6,433	3,180	7,876	7,048	5,971	5,394	8,324	5,610	5,258	—	—	—	—	—	—
1904	82,166	9,791	16,044	6,539	3,245	8,047	7,210	6,105	5,530	8,518	5,757	5,380	—	—	—	—	—	—
1905	83,822	9,944	16,210	6,654	3,313	8,237	7,382	6,249	5,677	8,724	5,914	5,518	—	—	—	—	—	—
1906	85,450	10,092	16,365	6,769	3,383	8,414	7,553	6,399	5,823	8,925	6,069	5,658	—	—	—	—	—	—
1907	87,008	10,220	16,513	6,878	3,448	8,584	7,715	6,542	5,967	9,124	6,224	5,793	—	—	—	—	—	—
1908	88,710	10,364	16,687	6,999	3,516	8,764	7,888	6,697	6,121	9,343	6,388	5,943	—	—	—	—	—	—
1909	90,490	10,509	16,888	7,123	3,587	8,943	8,063	6,860	6,281	9,571	6,564	6,101	—	—	—	—	2,718	126.8
1910	92,407	10,671	17,138	7,252	3,655	9,117	8,243	7,031	6,453	9,822	6,751	6,274	91,972	81,732	9,828	413	2,777	126.8
1911	93,863	10,796	17,379	7,319	3,679	9,192	8,371	7,159	6,598	10,038	6,904	6,428	—	—	—	—	2,809	126.3
1912	95,335	10,915	17,645	7,388	3,698	9,249	8,491	7,281	6,742	10,272	7,063	6,591	—	—	—	—	2,840	125.8
1913	97,225	11,082	18,016	7,477	3,727	9,333	8,634	7,436	6,920	10,555	7,262	6,783	—	—	—	—	2,869	124.7
1914	99,111	11,244	18,397	7,563	3,748	9,404	8,779	7,591	7,097	10,851	7,452	6,985	—	—	—	—	2,966	126.6
1915	100,546	11,347	18,717	7,619	3,752	9,416	8,873	7,707	7,241	11,098	7,615	7,161	—	—	—	—	2,965	125.0
1916	101,961	11,442	19,043	7,665	3,749	9,423	8,959	7,817	7,383	11,355	7,784	7,341	—	—	—	—	2,964	123.4
1917	103,268	11,527	19,380	7,715	3,740	9,370	8,997	7,916	7,526	11,609	7,957	7,531	—	—	—	—	2,944	121.0
1918	103,208	11,606	19,716	7,794	3,651	8,642	8,573	7,872	7,648	11,859	8,123	7,724	—	—	—	—	2,948	119.8
1919	104,514	11,536	19,834	7,737	3,672	9,071	8,918	7,994	7,715	11,997	8,208	7,832	—	—	—	—	2,740	111.2
1920	106,461	11,631	20,122	7,869	3,749	9,239	9,321	8,095	7,843	12,232	8,408	7,952	105,711	94,821	10,463	427	2,950	117.9
1921	108,538	11,879	20,426	8,079	3,827	9,323	9,505	8,242	7,942	12,492	8,662	8,161	—	—	—	—	3,055	119.8
1922	110,049	12,031	20,656	8,260	3,901	9,373	9,502	8,422	7,914	12,738	8,927	8,325	—	—	—	—	2,882	111.2
1923	111,947	12,119	20,913	8,454	3,996	9,524	9,458	8,773	7,929	13,078	9,172	8,531	—	—	—	—	2,910	110.5
1924	114,109	12,269	21,136	8,669	4,116	9,751	9,415	9,142	7,992	13,456	9,388	8,775	—	—	—	—	2,979	110.9
1925	115,829	12,316	21,364	8,825	4,209	9,907	9,350	9,370	8,076	13,804	9,579	9,029	—	—	—	—	2,909	106.6
1926	117,397	12,189	21,633	8,956	4,290	10,064	9,387	9,480	8,195	14,118	9,793	9,292	—	—	—	—	2,839	102.6
1927	119,035	12,111	21,853	9,093	4,378	10,258	9,473	9,475	8,424	14,397	9,997	9,576	—	—	—	—	2,802	99.3
1928	120,509	11,978	21,995	9,213	4,451	10,472	9,584	9,369	8,732	14,643	10,195	9,877	—	—	—	—	2,674	93.8

Table 1.—Population, by age and race, live births, and birth rate: 1790 to 1991—Continued

[Population and births in thousands]

Year	Population, by age												Population, by race[1]				Live births	Birth rate[2]
	Total	Under 5	5 to 13	14 to 17	18 and 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 to 59	60 and over	Total	White	Black	Other races		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1929	121,767	11,734	22,131	9,283	4,513	10,694	9,729	9,212	9,032	14,865	10,410	10,164	—	—	—	—	2,582	89.3
1930	123,077	11,372	22,266	9,370	4,567	10,915	9,894	9,145	9,218	15,128	10,718	10,484	122,775	110,287	11,891	597	2,618	89.2
1931	124,040	11,179	22,263	9,389	4,592	11,003	10,051	9,191	9,170	15,402	11,006	10,793	—	—	—	—	2,506	84.6
1932	124,840	10,903	22,238	9,404	4,611	11,077	10,195	9,289	9,069	15,689	11,267	11,099	—	—	—	—	2,440	81.7
1933	125,579	10,612	22,129	9,445	4,625	11,152	10,326	9,424	8,974	15,969	11,504	11,418	—	—	—	—	2,307	76.3
1934	126,374	10,331	21,964	9,526	4,637	11,238	10,448	9,574	8,941	16,228	11,729	11,759	—	—	—	—	2,396	78.5
1935	127,250	10,170	21,730	9,652	4,643	11,317	10,558	9,717	8,973	16,437	11,941	12,112	—	—	—	—	2,377	77.2
1936	128,053	10,044	21,434	9,784	4,659	11,375	10,660	9,845	9,051	16,596	12,148	12,459	—	—	—	—	2,355	75.8
1937	128,825	10,009	21,082	9,858	4,701	11,411	10,768	9,955	9,164	16,714	12,366	12,797	—	—	—	—	2,413	77.1
1938	129,825	10,176	20,668	9,908	4,772	11,453	10,892	10,061	9,306	16,828	12,622	13,140	—	—	—	—	2,496	79.1
1939	130,880	10,418	20,253	9,898	4,850	11,519	11,013	10,163	9,446	16,944	12,903	13,472	—	—	—	—	2,466	77.6
1940	132,122	10,580	19,942	9,846	4,916	11,689	11,157	10,290	9,597	17,097	13,182	13,826	131,669	118,215	12,866	589	2,559	79.9
1941	133,412	10,851	19,697	9,753	4,909	11,810	11,280	10,413	9,741	17,326	13,425	14,207	—	—	—	—	2,703	83.4
1942	134,865	11,300	19,460	9,618	4,883	11,953	11,374	10,536	9,869	17,562	13,668	14,642	—	—	—	—	2,989	91.5
1943	136,755	12,020	19,378	9,477	4,850	12,065	11,511	10,684	10,012	17,806	13,902	15,050	—	—	—	—	3,104	94.3
1944	138,398	12,525	19,302	9,361	4,846	12,061	11,670	10,838	10,157	18,049	14,134	15,455	—	—	—	—	2,939	88.8
1945	139,924	12,979	19,378	9,133	4,754	12,036	11,796	10,938	10,312	18,282	14,376	15,940	—	—	—	—	2,858	85.9
1946	141,392	13,246	19,664	8,915	4,645	12,003	11,893	11,060	10,459	18,509	14,600	16,398	—	—	—	—	3,411	101.9
1947	144,122	14,405	20,094	8,868	4,604	11,812	12,038	11,193	10,657	18,714	14,846	16,891	—	—	—	—	3,817	113.3
1948	146,634	14,919	20,949	8,705	4,510	11,795	12,156	11,336	10,873	18,920	15,079	17,382	—	—	—	—	3,637	107.3
1949	149,199	15,609	21,631	8,592	4,420	11,700	12,254	11,475	11,099	19,141	15,361	17,917	—	—	—	—	3,649	107.1
1950	151,689	16,328	22,266	8,445	4,392	11,614	12,314	11,614	11,301	19,385	15,597	18,435	150,697	134,942	15,042	713	3,632	106.2
1951	154,283	17,248	22,786	8,521	4,247	11,462	12,284	11,788	11,397	19,773	15,806	18,975	—	—	—	—	3,823	111.5
1952	156,947	17,211	24,279	8,723	4,154	11,266	12,184	12,006	11,434	20,173	15,993	19,522	—	—	—	—	3,913	113.9
1953	159,559	17,528	25,452	8,864	4,216	11,005	12,023	12,212	11,456	20,566	16,183	20,057	—	—	—	—	3,965	115.2
1954	162,388	17,941	26,645	8,993	4,315	10,762	11,870	12,368	11,524	20,944	16,396	20,627	—	—	—	—	4,078	118.1
1955	165,276	18,448	27,716	9,221	4,333	10,633	11,728	12,434	11,648	21,281	16,629	21,202	—	—	—	—	4,104	118.5
1956	168,225	18,869	28,776	9,526	4,430	10,558	11,603	12,427	11,829	21,582	16,886	21,739	—	—	—	—	4,218	121.2
1957	171,278	19,362	29,539	10,148	4,564	10,554	11,434	12,344	12,056	21,838	17,155	22,287	—	—	—	—	4,308	122.9
1958	174,154	19,745	30,559	10,606	4,597	10,698	11,209	12,205	12,274	22,055	17,430	22,775	—	—	—	—	4,255	120.2
1959	177,080	20,031	31,683	10,951	4,695	10,921	11,001	12,064	12,433	22,273	17,737	23,291	—	—	—	—	4,245	118.8
1960	179,979	20,341	32,965	11,211	4,886	10,868	10,823	11,905	12,481	22,539	18,130	23,828	179,979	159,381	18,960	1,638	4,258	118.0
1961	182,992	20,522	33,217	12,046	5,411	11,222	10,756	11,738	12,481	22,792	18,518	24,290	182,992	161,891	19,385	1,716	4,268	117.1
1962	185,771	20,469	33,897	12,751	5,617	11,653	10,740	11,547	12,413	23,053	18,915	24,717	185,771	164,185	19,792	1,795	4,167	112.0
1963	188,483	20,342	34,578	13,492	5,461	12,397	10,848	11,348	12,294	23,322	19,295	25,108	188,483	166,413	20,194	1,876	4,098	108.3
1964	191,141	20,165	35,244	14,265	5,429	12,941	11,051	11,144	12,133	23,562	19,648	25,560	191,141	168,577	20,610	1,954	4,027	104.7
1965	193,526	19,824	35,754	14,145	6,450	13,404	11,226	11,040	11,952	23,751	19,957	26,023	193,526	170,499	20,999	2,028	3,760	96.3
1966	195,576	19,208	36,283	14,398	7,183	13,615	11,521	10,962	11,763	23,909	20,226	26,510	195,576	172,111	21,346	2,119	3,606	90.8
1967	197,457	18,563	36,629	14,729	6,928	14,566	11,943	10,953	11,569	24,061	20,458	27,058	197,457	173,562	21,671	2,224	3,521	87.2
1968	199,399	17,913	36,804	15,170	6,988	15,054	12,624	11,076	11,356	24,144	20,667	27,602	199,399	175,096	21,983	2,318	3,502	85.2

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Table 1.—Population, by age and race, live births, and birth rate: 1790 to 1991—Continued

[Population and births in thousands]

Year	Population, by age												Population, by race [1]				Live births	Birth rate [2]
	Total	Under 5	5 to 13	14 to 17	18 and 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 to 59	60 and over	Total	White	Black	Other races		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1969	201,385	17,376	36,836	15,550	7,119	15,767	13,119	11,287	11,155	24,141	20,888	28,147	201,385	176,641	22,301	2,443	3,600	86.1
1970	203,984	17,166	36,672	15,921	7,410	16,579	13,604	11,505	11,079	24,099	21,167	28,783	203,984	178,703	22,687	2,593	3,731	87.9
1971	206,827	17,244	36,236	16,326	7,644	17,703	13,927	11,842	11,052	23,957	21,461	29,433	206,827	180,938	23,143	2,746	3,556	81.6
1972	209,284	17,101	35,679	16,637	7,854	17,865	15,142	12,321	11,105	23,700	21,803	30,077	209,284	182,799	23,572	2,913	3,258	73.1
1973	211,357	16,851	35,046	16,864	8,044	18,273	15,694	13,094	11,222	23,472	22,074	30,724	211,357	184,316	23,954	3,088	3,137	68.8
1974	213,342	16,487	34,465	17,033	8,196	18,758	16,428	13,644	11,400	23,197	22,344	31,388	213,342	185,745	24,326	3,271	3,160	67.8
1975	215,465	16,121	33,919	17,125	8,418	19,317	17,183	14,131	11,585	22,953	22,617	32,095	215,465	187,216	24,696	3,553	3,144	66.0
1976	217,563	15,617	33,516	17,117	8,604	19,794	18,177	14,428	11,883	22,793	22,853	32,780	217,563	188,693	25,079	3,791	3,168	65.0
1977	219,760	15,564	32,855	17,042	8,613	20,311	18,180	15,661	12,310	22,685	23,059	33,480	219,760	190,271	25,472	4,017	3,327	66.8
1978	222,095	15,735	32,094	16,944	8,617	20,748	18,585	16,218	13,052	22,673	23,239	34,189	222,095	191,960	25,886	4,249	3,333	65.5
1979	224,567	16,063	31,431	16,610	8,698	21,096	19,077	16,961	13,592	22,734	23,306	35,000	224,567	193,736	26,310	4,521	3,494	67.2
1980	227,255	16,458	31,095	16,140	8,713	21,380	19,697	17,754	14,080	22,774	23,314	35,849	227,255	195,208	26,784	5,263	3,612	68.4
1981	229,637	16,931	30,754	15,598	8,553	21,614	20,200	18,786	14,381	23,011	23,195	36,611	229,637	196,774	27,207	5,656	3,629	67.4
1982	231,996	17,298	30,614	15,041	8,425	21,587	20,753	18,808	15,599	23,478	22,965	37,429	231,996	198,321	27,636	6,039	3,681	67.3
1983	234,284	17,651	30,410	14,720	8,204	21,489	21,202	19,211	16,165	24,361	22,741	38,131	234,284	199,849	28,056	6,379	3,639	65.8
1984	236,477	17,830	30,238	14,704	7,818	21,328	21,535	19,696	16,932	25,077	22,476	38,843	236,477	201,290	28,457	6,730	3,669	65.4
1985	238,736	18,004	30,110	14,865	7,500	21,000	21,758	20,269	17,708	25,701	22,286	39,535	238,736	202,769	28,870	7,097	3,761	66.2
1986	241,107	18,154	30,351	14,797	7,322	20,411	22,005	20,773	18,722	26,274	22,162	40,136	241,107	204,326	29,303	7,478	3,757	65.4
1987	243,419	18,276	30,824	14,467	7,315	19,791	21,979	21,333	18,737	27,919	22,051	40,727	243,419	205,827	29,748	7,845	3,809	65.7
1988	245,807	18,456	31,406	13,982	7,480	19,184	21,877	21,798	19,140	29,150	22,033	41,301	245,807	207,377	30,202	8,228	3,910	67.3
1989	248,239	18,752	31,834	13,496	7,644	18,702	21,699	22,135	19,621	30,403	22,101	41,851	248,239	208,961	30,660	8,618	4,021	68.8
1990	249,415	18,874	32,000	13,312	7,697	19,131	21,229	21,907	19,976	31,608	21,840	41,842	—	—	—	—	4,179	—
1991	252,177	19,222	32,500	13,423	7,191	19,194	20,718	22,159	20,518	32,848	22,068	42,336	—	—	—	—	4,111	—

[1] Data for 1790 through 1950 are from the decennial Census. These figures differ from the age data tabulated from 1900 to 1950 because of data calculation and timing differences.

[2] Number of live births per 1,000 women, 15 to 44 years old.

[3] Data are for white women only.

[4] Total includes persons not identified by age.

[5] Data for persons 5 to 14 years old.

[6] Data for persons 15 to 19 years old.

[7] Data included column in 5.

[8] Includes persons 25 to 29 years old.

[9] Data included in column 7.

[10] Includes persons 35 to 39 years old.

[11] Data included in column 9.

[12] Excludes population (325,464) in the Indian Territory and on Indian reservations.

—Data not available.

NOTE.—Population data for 1790 through 1959 include U.S. population overseas; data for later years are for U.S. resident population only. Population data for 1790 through 1890 are from decennial censuses. Age data for later years are estimates of population for July 1, but race data are from decennial censuses through 1950. Population data for 1990 and 1991 are consistent with the 1990 Census, as enumerated. Data for early years are for continental population. Excludes Indians living in Indian Territory or reservations until 1890. Beginning in 1960, data include Alaska and Hawaii. Beginning in 1959, birth data include Alaska. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, *United States Population Estimates*, various years, and unpublished data; *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Health and Human Services, National Center for Health Statistics, *Monthly Vital Statistics Report*, various years. (This table was prepared October 1992.)

Table 2.—School enrollment of 5– to 19–year-olds per 100 persons, by sex and race: 1850 to 1991

Year	Both sexes			Male			Female		
	Total	White	Black and other races[1]	Total	White	Black and other races[1]	Total	White	Black and other races[1]
1	2	3	4	5	6	7	8	9	10
1850	47.2	56.2	1.8	49.6	59.0	2.0	44.8	53.3	1.8
1860	50.6	59.6	1.9	52.6	62.0	1.9	48.5	57.2	1.8
1870	48.4	54.4	9.9	49.8	56.0	9.6	46.9	52.7	10.0
1880	57.8	62.0	33.8	59.2	63.5	34.1	56.5	60.5	33.5
1890	54.3	57.9	32.9	54.7	58.5	31.8	53.8	57.2	33.9
1900[2]	50.5	53.6	31.1	50.1	53.4	29.4	50.9	53.9	32.8
1910[2]	59.2	61.3	44.8	59.1	61.4	43.1	59.4	61.3	46.6
1920[2]	64.3	65.7	53.5	64.1	65.6	52.5	64.5	65.8	54.5
1930[2,3]	69.9	71.2	60.3	70.2	71.4	59.7	69.7	70.9	60.8
1940	74.8	75.6	68.4	74.9	75.9	67.5	74.7	75.4	69.2
1950	78.7	79.3	74.8	79.1	79.7	74.7	78.4	78.9	74.9
1954	86.2	87.0	80.8	87.5	88.4	80.9	84.8	85.4	80.7
1955	86.5	87.0	82.9	88.4	88.9	84.6	84.5	85.0	81.2
1956	87.2	87.8	83.6	88.6	89.4	83.6	85.8	86.1	83.5
1957	87.8	88.2	85.3	89.4	90.0	85.6	86.2	86.4	85.0
1958	88.4	88.9	85.1	90.1	90.5	87.2	86.7	87.2	82.9
1959	88.5	88.8	85.9	89.7	90.2	86.8	87.1	87.5	85.0
1960[4]	88.6	89.0	86.1	90.0	90.6	86.6	87.1	87.3	85.7
1961	88.5	88.9	86.3	90.2	90.5	87.7	86.9	87.2	84.9
1962	89.1	89.6	86.3	90.8	91.3	87.6	87.4	87.8	85.0
1963	89.6	89.8	88.0	91.1	91.5	88.7	88.0	88.1	87.3
1964	89.6	89.8	88.4	91.1	91.4	89.2	88.1	88.2	87.6
1965	89.6	89.8	88.5	91.0	91.2	89.8	88.3	88.5	87.2
1966	89.7	89.9	88.5	91.2	91.5	89.9	88.2	88.4	87.2
1967	90.5	90.8	88.6	91.9	92.2	89.8	89.0	89.3	87.4
1968	90.8	91.0	89.4	92.2	92.5	90.5	89.3	89.5	88.4
1969	90.9	91.1	89.5	92.1	92.5	90.0	89.5	89.7	88.9
1970	90.6	90.8	89.4	91.6	91.9	89.6	89.6	89.7	89.1
1971	90.9	90.9	90.8	91.9	92.0	91.3	89.9	89.8	90.3
1972	90.0	90.0	90.1	91.0	91.0	90.9	89.0	89.0	89.3
1973	89.3	89.4	88.9	90.3	90.4	90.1	88.2	88.3	87.7
1974	89.4	89.2	90.1	90.1	89.9	90.9	88.6	88.5	89.3
1975	89.9	89.8	90.4	90.7	90.6	91.1	89.1	89.0	89.6
1976	89.6	89.4	90.8	90.4	90.1	91.9	88.9	88.7	89.6
1977	89.6	89.3	91.1	90.3	89.9	91.9	89.0	88.8	90.2
1978	89.2	89.0	90.6	89.8	89.5	91.6	88.6	88.4	89.7
1979	89.0	88.8	90.2	89.7	89.4	91.5	88.3	88.1	88.8
1980	89.1	88.9	90.4	89.5	89.3	90.4	88.8	88.4	90.4
1981	89.6	89.4	90.5	90.0	89.8	91.4	89.2	89.1	89.7
1982	89.6	89.5	90.0	90.0	89.9	90.6	89.1	89.1	89.4
1983	90.3	90.3	90.3	90.4	90.3	90.8	90.2	90.2	89.8
1984	90.3	90.3	90.2	90.7	90.6	90.9	89.9	90.0	89.5
1985	91.0	91.1	90.7	91.2	91.2	91.4	90.7	90.9	89.9
1986	91.4	91.3	91.6	92.0	91.8	92.6	90.8	90.8	90.7
1987	91.7	91.5	92.3	92.4	92.2	93.2	90.9	90.8	91.4
1988	91.8	91.7	92.2	92.1	91.6	94.5	91.5	91.4	91.9
1989	91.8	91.7	92.1	92.1	92.1	92.2	91.5	91.3	92.0
1990	92.6	92.5	92.8	92.9	92.6	93.8	92.2	92.3	91.8
1991	93.1	93.1	93.2	93.4	93.1	94.2	92.8	93.0	92.2

[1] For 1971 to 1990, black and other races is calculated by subtracting whites from total.

[2] Enrollment rates are for 5– to 20–year-olds.

[3] Revised to include Mexicans as white persons.

[4] Denotes first year for which figures include Alaska and Hawaii.

NOTE.—Data for 1850 through 1950 are based on April 1 counts. Data for 1954 to 1991 are based on October counts.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students*, various years. (This table was prepared September 1992.)

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991

Year	Males and females, by age							Males, by age							Females, by age						
	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Enrollment, in thousands																				
1940 [2]	26,759	1,805	15,035	7,709	1,449	761	—	13,615	901	7,607	3,870	770	467	—	13,145	904	7,428	3,840	680	294	—
1945	25,515	2,833	14,747	6,956	668	311	—	12,660	1,423	7,456	3,475	192	114	—	12,855	1,410	7,291	3,481	476	197	—
1946	26,924	3,030	14,966	6,900	884	1,144	—	13,941	1,514	7,585	3,435	469	938	—	12,983	1,516	7,381	3,465	415	206	—
1947	27,746	3,069	15,302	6,737	1,007	1,183	448	14,635	1,549	7,781	3,364	587	947	407	13,111	1,520	7,521	3,373	420	236	41
1948	28,390	3,237	15,688	6,824	1,134	1,103	405	14,991	1,628	7,990	3,436	682	898	358	13,399	1,608	7,698	3,388	452	206	48
1949	29,283	3,487	16,374	6,778	1,028	1,041	576	15,489	1,807	8,330	3,447	593	827	487	13,794	1,679	8,045	3,331	435	215	89
1950	30,073	3,304	17,222	6,988	1,199	1,001	[3]360	15,736	1,649	8,773	3,568	680	733	[3]333	14,337	1,655	8,449	3,420	519	268	[3]27
1951	30,466	3,196	17,946	7,216	974	846	[3]288	15,774	1,648	9,148	3,614	534	602	[3]228	14,692	1,548	8,798	3,602	440	244	[3]60
1952	31,980	3,732	18,414	7,440	1,062	904	428	16,644	1,912	9,382	3,758	612	630	350	15,336	1,820	9,032	3,682	450	274	78
1953	32,796	4,038	18,525	7,538	1,180	981	534	16,974	2,035	9,405	3,844	642	636	414	15,822	2,003	9,120	3,695	538	346	120
1954	36,083	5,443	19,952	7,784	1,268	999	635	18,759	2,746	10,138	4,002	730	677	465	17,324	2,697	9,813	3,782	538	322	171
1955	37,426	5,520	21,028	7,970	1,232	1,010	667	19,573	2,821	10,725	4,096	752	686	494	17,853	2,700	10,304	3,873	480	324	173
1956	39,353	5,597	21,946	8,413	1,407	1,192	798	20,522	2,839	11,179	4,275	809	830	620	18,801	2,758	10,767	4,138	598	362	178
1957	41,166	5,829	22,705	9,067	1,409	1,336	820	21,509	2,963	11,584	4,646	780	897	639	19,657	2,866	11,121	4,421	629	439	181
1958	42,900	6,101	23,623	9,446	1,564	1,307	858	22,497	3,123	12,059	4,854	898	915	648	20,404	2,978	11,564	4,591	667	393	211
1959	44,370	6,222	24,626	9,839	1,601	1,283	799	23,192	3,158	12,556	5,041	918	892	627	21,178	3,064	12,070	4,798	683	391	172
1960	46,259	6,438	25,621	10,240	1,817	1,350	792	24,234	3,292	13,074	5,247	1,063	936	621	22,025	3,146	12,547	4,993	754	414	171
1961	47,708	6,638	25,801	11,163	1,952	1,468	686	24,944	3,402	13,167	5,705	1,170	989	511	22,764	3,236	12,634	5,458	782	479	175
1962	48,704	6,651	25,634	11,730	2,144	1,725	810	25,452	3,399	13,003	6,032	1,212	1,177	629	23,252	3,252	12,631	5,708	932	548	181
1963	50,356	6,768	26,203	12,517	2,061	2,014	793	26,243	3,440	13,280	6,402	1,180	1,365	576	24,113	3,328	12,923	6,115	881	649	217
1964	51,660	6,842	26,725	13,014	2,196	2,048	835	26,851	3,478	13,548	6,658	1,238	1,332	597	24,809	3,364	13,177	6,356	958	716	238
1965	53,769	6,995	27,450	13,033	2,930	2,360	1,001	28,059	3,555	13,932	6,613	1,689	1,559	711	25,710	3,440	13,518	6,420	1,241	801	290
1966	55,070	7,156	27,895	13,293	3,176	2,547	1,003	28,733	3,619	14,139	6,770	1,841	1,667	697	26,337	3,537	13,756	6,523	1,335	880	306
1967	56,511	7,352	28,286	13,638	3,026	3,002	1,207	29,368	3,719	14,342	6,975	1,637	1,862	832	27,144	3,632	13,944	6,662	1,390	1,139	375
1968	57,564	7,241	28,620	14,118	3,317	2,988	1,280	30,051	3,683	14,513	7,199	1,892	1,867	897	27,513	3,558	14,106	6,919	1,425	1,121	383
1969	58,718	7,155	28,844	14,452	3,351	3,380	1,536	30,583	3,623	14,620	7,374	1,886	2,070	1,011	28,135	3,532	14,223	7,078	1,465	1,310	526
1970	58,896	7,000	28,943	14,796	3,322	3,359	1,477	30,642	3,545	14,688	7,531	1,821	2,062	996	28,254	3,455	14,255	7,265	1,501	1,297	480
1971	59,630	6,818	28,823	15,144	3,557	3,606	1,682	31,114	3,450	14,633	7,720	1,939	2,217	1,155	28,515	3,368	14,190	7,424	1,617	1,389	527
1972	58,486	6,340	27,907	15,267	3,458	3,692	1,822	30,505	3,220	14,195	7,795	1,857	2,243	1,195	27,980	3,120	13,712	7,471	1,601	1,449	627
1973	57,703	6,228	27,289	15,354	3,284	3,659	1,889	30,012	3,162	13,884	7,845	1,783	2,118	1,220	27,689	3,066	13,405	7,509	1,500	1,540	669
1974	58,252	6,421	26,833	15,529	3,375	3,816	2,278	30,178	3,280	13,650	7,906	1,731	2,202	1,409	28,075	3,140	13,183	7,624	1,644	1,615	869
1975	58,867	6,590	26,104	15,698	3,765	4,121	2,589	30,502	3,346	13,267	8,042	1,940	2,334	1,573	28,365	3,244	12,837	7,657	1,825	1,786	1,016
1976	58,533	6,701	25,455	15,649	3,768	4,379	2,581	30,209	3,422	12,951	8,014	1,907	2,358	1,557	28,323	3,279	12,503	7,634	1,861	2,021	1,025
1977	58,078	6,433	25,052	15,529	3,762	4,390	2,912	29,831	3,246	12,751	7,934	1,919	2,401	1,580	28,246	3,187	12,301	7,594	1,844	1,988	1,332
1978	56,544	5,997	24,597	15,356	3,700	4,245	2,649	29,002	3,054	12,514	7,814	1,902	2,290	1,428	27,544	2,944	12,083	7,542	1,798	1,955	1,222
1979	55,717	5,846	24,145	14,970	3,693	4,290	2,773	28,459	3,003	12,285	7,780	1,874	2,229	1,388	27,258	2,843	11,860	7,290	1,819	2,061	1,385
1980	55,068	5,853	23,751	14,411	3,788	4,446	2,819	27,952	2,971	12,110	7,321	1,879	2,299	1,372	27,115	2,882	11,641	7,089	1,910	2,147	1,446
1981	56,057	5,955	24,025	14,373	3,976	4,700	3,028	28,577	3,051	12,253	7,309	2,018	2,467	1,479	27,482	2,904	11,771	7,065	1,958	2,234	1,550
1982	55,483	6,070	23,654	13,928	3,837	4,897	3,097	28,255	3,093	12,075	7,108	1,937	2,534	1,508	27,227	2,977	11,579	6,820	1,899	2,363	1,589
1983	55,120	6,214	23,278	13,791	3,938	4,720	3,179	28,230	3,166	11,887	7,021	1,956	2,582	1,618	26,891	3,048	11,391	6,770	1,983	2,138	1,561
1984	54,704	6,332	22,854	13,793	3,724	4,886	3,115	28,013	3,220	11,665	7,018	1,924	2,651	1,535	26,690	3,112	11,190	6,774	1,800	2,235	1,579

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991—Continued

Year	Males and females, by age							Males, by age							Females, by age						
	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1985	55,214	6,697	22,849	14,016	3,716	4,776	3,160	28,087	3,422	11,666	7,186	1,852	2,467	1,494	27,125	3,274	11,182	6,830	1,864	2,309	1,666
1986	55,340	6,917	22,987	13,868	3,872	4,584	3,112	28,262	3,544	11,768	7,095	1,998	2,305	1,552	27,079	3,373	11,221	6,772	1,874	2,279	1,560
1987	55,943	6,956	23,521	13,532	3,982	4,792	3,160	28,547	3,580	12,057	6,928	2,047	2,469	1,466	27,396	3,376	11,463	6,603	1,936	2,324	1,694
1988	56,049	7,044	24,044	13,042	4,059	4,816	3,044	28,483	3,573	12,329	6,679	2,032	2,448	1,422	27,565	3,471	11,714	6,363	2,028	2,367	1,622
1989	56,338	6,990	24,431	12,747	4,125	4,837	3,208	28,539	3,551	12,509	6,583	2,061	2,339	1,496	27,798	3,439	11,922	6,164	2,063	2,498	1,712
1990	57,297	7,207	25,016	12,653	4,044	5,083	3,294	29,077	3,705	12,832	6,491	2,038	2,552	1,459	28,222	3,502	12,184	6,163	2,006	2,532	1,835
1991	58,208	7,178	25,445	12,789	3,969	5,406	3,422	29,612	3,655	13,033	6,584	1,976	2,710	1,653	28,596	3,522	12,412	6,205	1,993	2,695	1,769
	Percent of population enrolled																				
1940 [2]	57.7	43.0	95.0	79.3	28.9	6.6	—	58.6	42.3	94.8	78.9	30.8	8.2	—	56.9	43.7	95.2	79.7	26.9	5.0	—
1945	64.0	60.4	98.1	78.4	20.7	3.9	—	72.7	59.6	97.7	78.0	21.6	5.6	—	57.3	61.3	98.4	78.7	20.3	3.3	—
1946	61.1	62.0	98.3	79.6	22.5	10.1	—	64.9	60.8	98.0	79.2	29.0	17.7	—	57.5	63.3	98.5	80.1	18.0	3.4	—
1947	41.1	58.0	98.5	79.3	24.3	10.2	2.0	44.3	57.4	98.6	78.9	31.4	17.0	3.8	38.0	58.7	98.5	79.8	18.5	3.9	0.3
1948	41.5	56.0	98.1	81.8	26.9	9.7	1.8	44.8	55.1	98.3	81.9	34.3	16.5	3.3	38.4	56.8	98.0	81.7	20.3	3.4	0.4
1949	42.4	59.3	98.6	81.6	25.3	9.2	2.5	45.8	60.2	98.5	82.5	31.6	15.4	4.5	39.2	58.4	98.7	80.7	19.9	3.7	0.7
1950	51.6	58.2	98.7	83.4	29.7	9.2	[3]3.0	54.8	56.8	98.7	84.4	35.7	14.3	[3]5.9	48.4	59.5	98.7	82.3	24.3	4.6	[3]0.4
1951	52.8	54.5	99.1	85.2	26.2	8.6	[3]2.5	56.8	55.1	99.1	85.2	32.4	14.3	[3]4.2	49.1	54.0	99.1	85.2	21.3	4.3	[3]1.0
1952	45.4	54.7	98.8	85.2	28.8	9.7	1.8	49.4	54.8	98.7	85.4	37.2	16.9	3.2	41.9	54.6	98.9	85.0	22.1	4.9	0.6
1953	46.4	55.7	99.4	85.9	31.2	11.1	2.3	50.2	55.0	99.2	86.8	37.7	18.5	3.7	43.0	56.6	99.6	85.0	25.9	6.4	0.9
1954	50.0	77.3	99.4	87.1	32.4	11.2	2.7	54.0	76.3	99.2	88.7	40.6	19.1	4.2	46.3	78.3	99.6	85.4	25.4	6.0	1.4
1955	50.8	78.1	99.2	86.9	31.5	11.1	2.9	54.9	78.1	99.2	88.6	42.5	18.1	4.5	47.0	78.1	99.1	85.2	22.5	6.1	1.4
1956	52.3	77.6	99.3	88.2	35.4	12.8	3.5	56.3	77.1	99.1	89.1	45.1	20.6	5.7	48.7	78.2	99.4	87.3	27.4	6.8	1.5
1957	53.6	78.6	99.5	89.5	34.9	14.0	3.6	57.5	78.3	99.5	91.1	43.3	21.3	5.9	50.0	79.0	99.5	87.8	28.1	8.2	1.5
1958	54.8	80.4	99.5	89.2	37.6	13.4	3.8	58.7	80.6	99.5	90.7	47.5	21.0	6.0	51.0	80.2	99.4	87.6	29.4	7.3	1.8
1959	55.5	80.0	99.4	90.2	36.8	12.7	3.8	59.1	79.5	99.3	91.4	45.6	19.6	5.9	52.0	80.5	99.6	89.0	29.2	7.1	1.5
1960	56.4	80.7	99.5	90.3	38.4	13.1	3.6	60.0	80.8	99.5	91.3	47.8	19.9	5.9	52.8	80.6	99.6	89.2	30.0	7.4	1.7
1961	56.8	81.7	99.3	91.4	38.0	13.7	3.2	60.4	82.0	99.3	92.2	48.6	20.2	4.9	53.4	81.4	99.3	90.5	28.6	8.3	1.5
1962	57.8	82.2	99.3	92.0	41.8	15.6	3.8	61.7	82.6	99.2	93.7	51.2	23.4	6.2	54.0	81.7	99.4	90.3	33.7	9.1	1.6
1963	58.5	82.7	99.3	92.9	40.9	17.3	3.7	62.3	82.7	99.1	94.2	51.0	25.6	5.7	54.9	82.6	99.6	91.6	32.3	10.3	1.9
1964	58.7	83.3	99.0	93.1	41.6	16.8	3.9	62.3	83.4	98.8	94.4	50.9	23.8	5.9	55.3	83.2	99.2	91.8	33.7	10.9	2.1
1965	59.7	84.4	99.4	93.2	46.3	19.0	4.7	63.5	84.4	99.3	93.6	55.6	27.6	7.0	56.0	84.4	99.4	92.8	37.7	11.8	2.6
1966	60.0	85.1	99.3	93.7	47.2	19.9	4.6	64.1	84.5	99.2	94.4	57.8	29.2	6.8	56.1	85.7	99.5	92.9	37.7	12.4	2.7
1967	60.2	87.4	99.3	93.7	47.6	22.0	5.4	64.1	86.6	99.1	94.7	56.3	30.6	7.8	56.5	88.2	99.4	92.6	40.3	15.1	3.2
1968	60.1	87.6	99.1	94.2	50.4	21.4	5.5	64.3	87.3	98.9	95.0	60.4	30.5	8.1	56.1	88.0	99.3	93.4	41.3	14.3	3.2
1969	60.1	88.4	99.1	94.0	50.2	23.0	6.4	64.1	87.7	98.9	95.0	59.4	32.0	8.9	56.3	89.1	99.5	93.1	41.8	16.0	4.2
1970	59.0	89.5	99.2	94.1	47.7	21.5	6.0	62.6	88.9	99.0	94.8	54.4	29.3	8.4	55.5	90.2	99.4	93.4	41.6	15.2	3.8
1971	58.6	91.6	99.1	94.5	49.2	21.9	6.6	62.1	90.9	98.9	95.3	55.4	29.2	9.4	55.2	92.3	99.4	93.7	43.4	15.7	4.0
1972	56.9	91.9	99.2	93.3	46.3	21.6	6.8	60.1	91.7	99.1	94.0	51.2	27.8	9.2	53.8	92.2	99.3	92.6	41.8	16.0	4.5
1973	55.4	92.5	99.2	92.9	42.9	20.8	6.7	58.3	92.2	99.2	93.7	47.9	25.2	9.0	52.6	92.9	99.3	92.1	38.2	16.7	4.6
1974	55.3	94.2	99.3	92.9	43.1	21.4	7.8	57.9	94.4	99.2	93.3	45.8	25.8	10.0	52.7	93.9	99.5	92.5	40.7	17.3	5.8
1975	55.1	94.7	99.3	93.6	46.9	22.4	8.5	57.7	94.4	99.0	94.6	49.9	26.4	10.7	52.6	95.1	99.6	92.6	44.2	18.7	6.5

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991—Continued

Year	Males and females, by age							Males, by age							Females, by age						
	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34	Total, 5 to 34 [1]	5 and 6	7 to 13	14 to 17	18 and 19	20 to 24	25 to 34
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1976	54.3	95.6	99.2	93.7	46.2	23.3	8.2	56.6	95.6	99.0	94.6	48.2	26.0	10.2	52.1	95.5	99.3	92.8	44.4	20.8	6.3
1977	53.6	95.8	99.4	93.6	46.2	22.9	9.0	55.6	94.7	99.3	94.3	48.4	25.9	10.0	51.7	96.9	99.5	93.0	44.0	20.0	8.0
1978	52.2	95.3	99.1	93.7	45.4	21.8	8.0	54.0	95.1	99.0	93.9	47.8	24.3	8.8	50.4	95.5	99.3	93.5	43.0	19.4	7.1
1979	51.2	95.8	99.2	93.6	45.0	21.7	8.1	52.8	96.3	99.0	94.5	46.6	23.3	8.3	49.7	95.2	99.4	92.6	43.4	20.2	7.8
1980	50.4	95.7	99.3	93.4	46.4	22.3	7.9	51.6	95.0	99.2	93.7	47.1	23.8	7.9	49.2	96.4	99.3	93.1	45.8	20.8	7.9
1981	49.7	94.0	99.2	94.1	49.0	22.5	8.0	51.0	94.2	99.1	94.3	50.5	24.4	8.0	48.4	93.8	99.4	93.9	47.5	20.8	8.0
1982	49.3	95.0	99.0	94.4	47.8	23.5	8.0	50.5	94.7	99.1	94.9	48.9	25.0	8.0	48.1	95.3	99.3	94.0	46.8	22.1	8.0
1983	49.0	95.5	99.2	95.0	50.4	22.7	8.1	50.4	95.1	99.1	95.1	50.5	25.5	8.4	47.6	95.8	99.3	94.9	50.3	20.1	7.8
1984	48.6	94.5	99.2	94.7	50.1	23.7	7.7	50.0	94.0	99.1	94.7	52.4	26.3	7.8	47.3	95.1	99.4	94.7	47.9	21.2	7.7
1985	48.9	96.1	99.2	94.9	51.6	24.0	7.7	50.1	95.3	99.2	95.4	52.2	25.6	7.5	47.8	97.0	99.3	94.5	51.0	22.5	8.0
1986	48.8	95.3	99.2	94.9	54.6	23.6	7.4	50.0	96.0	99.1	94.9	57.1	24.5	7.5	47.6	94.6	94.5	90.6	53.5	24.2	7.6
1987	49.3	95.2	99.5	95.0	55.6	25.5	7.5	50.5	95.7	99.7	95.3	57.9	27.2	7.0	48.1	94.6	99.4	94.5	53.4	24.0	7.9
1988	49.3	96.0	99.7	95.1	55.6	26.1	7.1	50.4	95.9	99.7	95.4	56.2	27.6	6.8	48.3	96.0	99.7	94.8	55.2	24.7	7.5
1989	49.7	95.2	99.3	95.7	56.0	27.0	7.5	50.4	95.1	99.2	96.1	56.6	26.9	7.1	48.9	95.2	99.4	95.3	55.4	27.1	7.9
1990	50.6	96.5	99.6	95.8	57.2	28.6	7.7	51.4	96.5	99.6	95.9	58.2	29.6	6.9	49.8	96.4	99.7	95.7	56.3	27.7	8.5
1991	51.4	95.4	99.6	96.0	59.6	30.2	8.1	52.3	95.0	99.8	96.4	59.8	31.0	7.9	50.5	95.8	99.5	95.6	59.4	29.4	8.3

[1] Data for 1940 through 1946 are for ages 5–24. Data for 1950 and 1951 are for ages 5–29.
[2] As of April 1.
[3] 25 to 29 years old.
—Data not available.

NOTE.—Unless otherwise noted, data are for October.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and Current Population Reports, Series P-20, *School Enrollment - Social and Economic Characteristics of Students,* various years. (This table was prepared September 1992.)

Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991

Year[1] and race	Percent of male population completing —							Median school years completed, males	Percent of female population completing —							Median school years completed, females
	Elementary school			High school		College			Elementary school			High school		College		
	0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more		0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total																
1940[2,3]	15.1	19.0	28.8	14.5	12.2	4.9	5.5	8.6	12.4	18.0	27.5	15.9	16.4	6.1	3.8	8.7
1950[2,3]	12.2	16.9	21.4	16.9	18.2	7.0	7.3	9.0	10.0	15.8	20.3	17.9	23.2	7.7	5.2	9.6
1960[3]	9.4	14.6	17.8	18.7	21.2	8.6	9.7	10.3	7.4	13.1	17.3	19.7	27.8	9.0	5.8	10.7
1962	8.7	12.2	16.7	17.4	24.7	8.9	11.4	11.1	6.9	11.2	16.5	17.9	31.6	9.3	6.7	11.6
1964	8.1	11.4	16.1	17.4	26.3	9.0	11.7	11.5	6.3	10.8	15.6	18.5	33.4	8.8	6.8	11.8
1966	7.3	10.7	15.6	17.4	27.7	8.8	12.5	11.8	5.7	10.2	14.6	18.8	34.4	9.0	7.4	12.0
1967	6.8	10.5	15.1	17.0	28.2	9.6	12.8	12.0	5.4	9.8	14.5	18.5	34.8	9.4	7.6	12.0
1968	6.5	10.3	14.3	16.9	28.9	9.8	13.3	12.1	5.3	9.4	13.9	18.1	35.7	9.5	8.0	12.1
1969	6.1	9.9	14.0	16.4	29.7	10.3	13.5	12.1	5.1	9.0	13.5	17.9	36.9	9.4	8.2	12.1
1970	5.9	9.5	13.6	16.1	30.1	10.8	14.1	12.2	4.7	8.7	13.1	17.9	37.5	9.7	8.2	12.1
1971	5.6	8.9	13.4	15.8	30.6	11.1	14.6	12.2	4.5	8.5	12.7	17.7	37.8	10.3	8.5	12.2
1972	5.0	8.6	12.1	16.1	31.4	11.4	15.4	12.3	4.2	8.1	11.8	17.8	38.7	10.5	9.0	12.2
1973	4.9	8.2	11.5	15.3	32.1	12.0	16.0	12.3	4.2	7.7	11.3	17.2	39.2	10.8	9.6	12.2
1974	4.9	7.7	11.1	14.7	32.3	12.5	16.9	12.4	4.1	7.4	10.7	16.9	39.4	11.4	10.1	12.3
1975	4.7	7.5	10.2	14.5	32.3	13.2	17.6	12.4	3.8	7.2	10.4	16.6	39.7	11.7	10.6	12.3
1976	4.2	7.4	9.5	14.2	32.3	13.8	18.6	12.5	3.5	6.8	9.8	16.3	39.9	12.4	11.3	12.3
1977	4.0	7.0	9.4	14.0	32.1	14.2	19.2	12.5	3.5	6.8	9.2	16.2	39.6	12.7	12.0	12.4
1978	3.9	6.9	9.0	13.5	32.1	14.9	19.7	12.5	3.4	6.5	9.1	15.9	39.6	13.4	12.2	12.4
1979	3.7	6.3	8.6	12.9	32.6	15.4	20.4	12.6	3.2	6.1	8.6	15.0	40.2	14.0	12.9	12.4
1980	3.6	6.0	8.1	13.1	32.7	15.6	20.9	12.6	3.2	6.0	8.2	14.5	40.4	14.2	13.6	12.4
1981	3.4	5.8	7.5	12.9	33.6	15.6	21.1	12.6	3.1	5.8	7.8	14.1	41.1	14.6	13.4	12.5
1982	3.3	5.6	6.9	12.5	34.1	15.7	21.9	12.6	2.8	5.5	7.3	14.0	41.4	14.9	14.0	12.5
1983	3.2	5.2	6.7	12.1	33.9	15.9	23.0	12.7	2.8	5.3	7.0	13.4	41.1	15.4	15.1	12.5
1984	2.9	5.1	6.5	11.8	34.6	16.1	22.9	12.7	2.6	4.9	6.6	12.9	41.8	15.6	15.7	12.6
1985	2.9	5.0	6.3	11.5	34.8	16.5	23.1	12.7	2.5	4.5	6.5	12.9	41.3	16.2	16.0	12.6
1986	2.8	4.7	6.0	11.3	34.9	17.1	23.2	12.7	2.5	4.6	6.0	12.5	41.6	16.7	16.1	12.6
1987	2.5	4.6	5.7	11.2	35.4	17.1	23.6	12.7	2.4	4.4	5.8	12.1	41.6	17.1	16.5	12.6
1988	2.6	4.5	5.0	11.5	35.7	16.8	24.0	12.7	2.3	4.2	5.5	12.0	41.8	17.2	17.0	12.6
1989	2.7	4.3	4.8	11.0	35.4	17.4	24.5	12.8	2.4	4.0	5.2	11.9	41.3	17.2	18.1	12.6
1990	2.7	4.2	4.6	10.7	35.5	17.8	24.4	12.8	2.2	3.9	4.9	11.5	41.0	18.0	18.4	12.7
1991	2.7	3.9	4.5	10.4	36.0	18.2	24.3	12.8	2.1	3.7	4.4	11.4	41.0	18.6	18.8	12.7
White																
1940[2,3]	12.0	18.1	30.5	15.1	13.0	5.3	5.9	8.7	9.8	16.7	29.0	16.5	17.5	6.5	4.0	8.8
1950[2,3]	9.8	15.9	22.4	17.4	19.3	7.4	7.9	9.3	8.1	14.4	21.1	18.2	24.6	8.1	5.4	10.0
1960[3]	7.4	13.7	18.4	18.9	22.2	9.1	10.3	10.6	6.0	11.9	17.8	19.6	29.2	9.5	6.0	11.0
1962	6.9	11.4	17.0	17.3	25.8	9.4	12.2	11.6	5.6	10.3	16.8	17.4	33.1	9.9	7.0	12.0
1964	6.5	10.5	16.5	17.1	27.6	9.4	12.3	11.9	5.2	9.7	15.9	18.1	34.8	9.2	7.1	12.0
1965	6.1	10.3	16.4	17.0	28.2	9.3	12.7	12.0	4.9	9.3	15.4	18.2	35.6	9.3	7.3	12.1
1966	5.7	10.1	15.8	17.1	28.8	9.2	13.3	12.0	4.7	9.1	14.9	18.2	35.9	9.4	7.7	12.1
1967	5.3	9.7	15.4	16.8	29.1	10.0	13.7	12.1	4.4	8.8	14.9	18.0	36.2	9.7	7.9	12.1
1968	4.9	9.5	14.7	16.6	29.9	10.3	14.1	12.1	4.3	8.5	14.1	17.7	37.2	9.9	8.2	12.1
1969	4.8	9.1	14.3	16.1	30.6	10.8	14.3	12.2	4.2	8.1	13.7	17.3	38.5	9.8	8.4	12.2
1970	4.5	8.8	13.9	15.6	30.9	11.3	15.0	12.2	3.9	7.8	13.4	17.3	39.0	10.1	8.6	12.2

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Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991—Continued

Year[1] and race	Percent of male population completing —							Median school years completed, males	Percent of female population completing —							Median school years completed, females
	Elementary school			High school		College			Elementary school			High school		College		
	0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more		0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1971	4.4	8.1	13.7	15.3	31.3	11.6	15.5	12.3	3.8	7.5	12.9	17.0	39.2	10.7	8.9	12.2
1972	3.9	7.8	12.4	15.6	32.2	12.0	16.2	12.3	3.4	7.1	12.0	17.0	40.2	10.9	9.4	12.3
1973	3.9	7.5	11.7	14.8	32.8	12.5	16.8	12.4	3.4	6.9	11.5	16.5	40.7	11.1	9.9	12.3
1974	3.7	7.0	11.3	14.3	33.0	12.9	17.7	12.4	3.3	6.6	11.0	16.1	40.8	11.7	10.6	12.3
1975	3.6	6.8	10.5	14.0	33.1	13.6	18.4	12.5	3.0	6.4	10.6	15.9	41.1	12.1	11.0	12.3
1976	3.2	6.6	9.7	13.8	32.9	14.2	19.6	12.5	2.9	6.2	9.8	15.6	41.2	12.8	11.6	12.4
1977	3.1	6.3	9.6	13.5	32.7	14.6	20.2	12.5	2.8	6.1	9.3	15.3	40.9	13.2	12.4	12.4
1978	2.9	6.2	9.2	13.0	32.7	15.2	20.7	12.6	2.8	5.9	9.2	15.0	40.9	13.7	12.6	12.4
1979	2.8	5.7	8.7	12.4	33.1	15.8	21.4	12.6	2.6	5.5	8.6	14.1	41.6	14.3	13.3	12.5
1980	2.7	5.5	8.3	12.5	33.1	15.8	22.1	12.6	2.5	5.3	8.4	13.7	41.6	14.5	14.0	12.5
1981	2.7	5.3	7.7	12.3	34.1	15.7	22.2	12.6	2.5	5.0	8.1	13.3	42.4	14.9	13.8	12.5
1982	2.6	5.1	7.1	11.9	34.5	15.8	23.0	12.7	2.3	4.9	7.4	13.1	42.7	15.2	14.4	12.5
1983	2.6	4.8	6.8	11.5	34.3	16.1	24.0	12.7	2.3	4.8	7.1	12.7	42.2	15.7	15.4	12.6
1984	2.3	4.7	6.6	11.1	35.1	16.3	23.9	12.7	2.1	4.4	6.6	12.2	42.8	15.8	16.0	12.6
1985	2.3	4.6	6.3	10.8	35.3	16.7	24.0	12.7	2.1	4.1	6.6	12.1	42.4	16.4	16.3	12.6
1986	2.4	4.2	6.1	10.8	35.2	17.3	24.0	12.8	2.1	4.2	6.1	11.8	42.5	16.9	16.4	12.6
1987	2.1	4.2	5.8	10.6	35.6	17.2	24.5	12.8	2.0	4.0	6.0	11.4	42.6	17.3	16.9	12.6
1988	2.1	4.1	5.1	10.9	35.9	16.9	25.0	12.8	1.9	3.8	5.4	11.2	42.8	17.6	17.3	12.6
1989	2.2	3.9	4.8	10.4	35.7	17.6	25.4	12.8	1.8	3.5	5.2	11.2	42.3	17.4	18.5	12.7
1990	2.2	3.9	4.7	10.1	35.7	18.0	25.3	12.8	1.8	3.5	5.0	10.8	41.9	18.1	19.0	12.7
1991	2.2	3.6	4.5	9.9	36.1	18.4	25.4	12.8	1.8	3.3	4.5	10.5	41.8	18.8	19.3	12.7
Black and other races																
1940[2,3]	46.2	28.1	11.4	7.4	3.8	1.7	1.4	5.4	37.5	31.8	12.4	9.9	5.1	2.1	1.2	6.1
1950[2,3]	36.9	27.1	11.3	12.1	7.5	2.9	2.1	6.4	28.6	29.3	12.5	14.8	9.2	3.2	2.4	7.2
1960[3]	27.7	23.0	12.3	17.0	12.1	4.4	3.5	7.9	19.7	23.7	13.3	20.2	15.2	4.4	3.6	8.5
1962	26.1	19.3	13.2	18.2	14.5	4.8	4.0	8.3	18.5	19.3	13.9	22.1	18.2	4.0	4.0	8.9
1964	22.2	19.7	12.2	20.1	15.3	4.9	5.6	8.7	15.4	20.7	12.9	22.0	20.2	4.9	3.7	9.1
1966	22.5	16.6	13.1	20.1	17.4	5.3	5.0	8.8	14.0	19.4	11.5	24.0	21.2	5.4	4.4	9.6
1967	21.2	18.2	12.0	18.9	19.3	5.2	5.2	8.9	14.1	18.5	11.7	22.7	22.3	6.1	4.8	9.8
1968	20.4	17.3	10.6	20.2	20.3	5.6	5.7	9.2	14.6	17.5	12.6	22.0	22.5	5.3	5.3	9.7
1969	17.5	17.5	10.8	19.8	21.8	6.0	6.7	9.7	13.3	17.4	11.8	23.0	23.5	5.6	5.5	10.0
1970	17.9	15.3	10.9	20.6	22.4	6.2	6.8	9.9	11.9	16.7	11.3	23.5	24.6	6.4	5.6	10.3
1971	16.3	16.3	10.3	20.2	23.8	6.3	6.8	10.2	10.7	16.7	10.8	24.1	25.9	6.3	5.5	10.4
1972	15.3	15.9	9.4	20.6	24.3	6.5	8.0	10.3	10.8	15.9	9.5	24.4	26.5	6.9	6.0	10.6
1973	13.8	14.3	9.7	20.0	25.3	7.9	9.0	10.7	10.5	14.0	8.3	23.4	27.4	8.2	7.3	11.0
1974	14.6	14.0	8.8	18.2	25.9	9.1	9.4	11.0	10.1	13.8	8.2	23.8	28.7	8.7	6.8	11.1
1975	14.1	13.4	7.4	18.6	25.5	10.2	10.7	11.3	9.7	13.1	8.6	22.2	29.3	9.0	8.0	11.5
1976	13.1	13.8	8.1	17.6	27.1	9.9	10.3	11.5	8.7	11.9	9.6	21.7	30.0	9.1	9.0	11.7
1977	11.4	13.0	7.9	18.4	27.2	11.5	10.5	11.9	8.2	12.4	8.7	22.8	29.6	9.3	9.0	11.7
1978	11.3	12.4	7.1	17.7	27.7	12.7	11.0	12.1	8.2	11.0	8.4	22.5	29.8	10.9	9.2	12.0
1979	11.0	11.7	7.1	17.1	28.8	12.4	12.0	12.1	7.8	10.2	8.3	21.7	30.4	11.9	9.7	12.1
1980	10.3	9.7	6.8	17.9	29.3	14.1	11.9	12.2	7.6	11.0	6.9	20.4	31.6	12.1	10.4	12.1

Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991—Continued

Year[1] and race	Percent of male population completing —							Median school years completed, males	Percent of female population completing —							Median school years completed, females
	Elementary school			High school		College			Elementary school			High school		College		
	0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more		0–4 years	5–7 years	8 years	1–3 years	4 years	1–3 years	4 years or more	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1981	8.9	9.5	6.4	18.0	30.0	14.4	12.8	12.2	7.4	11.0	6.1	20.2	31.9	12.7	10.8	12.2
1982	8.5	9.3	5.9	16.6	31.0	15.0	13.7	12.3	6.4	9.9	6.8	19.9	32.5	12.9	11.3	12.2
1983	7.9	8.6	5.9	16.8	30.9	14.3	15.6	12.4	6.1	8.8	6.5	18.5	34.1	13.2	12.8	12.3
1984	7.8	8.1	6.0	16.8	31.2	14.2	15.6	12.4	5.8	8.1	6.4	17.4	35.0	13.9	13.4	12.4
1985	6.9	8.0	5.7	16.3	30.9	15.1	17.0	12.4	5.3	7.6	6.0	17.8	34.6	14.5	14.2	12.4
1986	6.0	8.1	5.1	15.2	33.1	15.6	16.9	12.5	5.1	7.3	5.7	16.7	35.7	15.6	13.8	12.4
1987	5.5	7.6	4.7	14.9	33.8	16.2	17.2	12.5	4.8	7.0	5.2	16.8	35.9	16.0	14.4	12.5
1988	5.6	7.4	4.3	15.1	34.0	16.0	17.7	12.5	4.8	6.7	5.6	17.0	35.8	15.1	15.1	12.4
1989	5.8	6.7	5.0	14.9	33.5	16.0	18.3	12.5	5.4	6.8	4.6	16.3	35.3	15.9	15.7	12.5
1990	5.9	6.2	4.0	14.8	34.1	16.7	18.3	12.6	5.0	6.3	4.3	16.0	35.9	17.4	15.1	12.5
1991	6.0	5.6	4.0	14.3	35.7	16.6	17.8	12.6	4.1	6.4	3.7	16.7	35.9	17.4	15.8	12.5

[1] Unless otherwise indicated, surveys were conducted in March of the years shown.
[2] Excludes population for whom school years were not reported.
[3] As of April.
—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-20, *Educational Attainment in the United States*, various years. (This table was prepared October 1992.)

Table 5.—Median years of school completed by persons age 25 and over and 25 to 29, by race and sex: 1910 to 1991

Year	Age 25 and over					25 to 29 years old				
	Total	Male		Female		Total	Male		Female	
		White	Black [1]	White	Black [1]		White	Black [1]	White	Black [1]
1	2	3	4	5	6	7	8	9	10	11
1910 [2]	8.1	—	—	—	—	—	—	—	—	—
1920 [2]	8.2	—	—	—	—	—	—	—	—	—
1930 [2]	8.4	—	—	—	—	—	—	—	—	—
1940	8.6	8.7	5.4	8.8	6.1	10.3	10.5	6.5	10.9	7.5
1950	9.3	9.3	6.4	10.0	7.2	12.1	12.4	7.4	12.2	8.9
1960 [3]	10.5	10.6	7.9	11.0	8.5	12.3	12.4	10.5	12.3	11.1
1969	12.1	12.2	9.4	12.2	9.9	12.6	12.7	12.3	12.5	12.1
1970	12.2	12.2	9.6	12.2	10.2	12.6	12.7	12.2	12.5	10.9
1971	12.2	12.3	9.9	12.2	10.3	12.6	12.8	12.2	12.6	12.3
1972	12.2	12.3	10.1	12.3	10.5	12.7	12.8	12.3	12.6	12.4
1973	12.3	12.4	10.3	12.3	10.8	12.7	12.8	12.3	12.6	12.4
1974	12.3	12.4	10.5	12.3	10.9	12.8	12.9	12.5	12.7	12.4
1975	12.4	12.5	10.7	12.3	11.1	12.8	13.0	12.5	12.7	12.5
1976	12.4	12.5	10.8	12.4	11.4	12.9	13.2	12.5	12.8	12.5
1977	12.4	12.5	11.3	12.4	11.4	12.9	13.2	12.6	12.8	12.5
1978	12.4	12.6	11.7	12.4	11.7	12.9	13.3	12.7	12.8	12.6
1979	12.5	12.6	11.9	12.5	11.9	12.9	13.2	12.6	12.9	12.6
1980	12.5	12.6	12.0	12.5	12.0	12.9	13.0	12.6	12.8	12.6
1981	12.5	12.6	12.1	12.5	12.1	12.8	12.9	12.6	12.8	12.6
1982	12.6	12.7	12.2	12.5	12.1	12.8	12.9	12.7	12.8	12.7
1983	12.6	12.7	12.2	12.6	12.2	12.9	12.9	12.6	12.8	12.6
1984	12.6	12.7	12.2	12.6	12.3	12.8	12.9	12.6	12.9	12.7
1985	12.6	12.7	12.3	12.6	12.3	12.9	12.9	12.7	12.9	12.7
1986	12.6	12.8	12.3	12.6	12.4	12.9	12.9	12.7	12.9	12.7
1987	12.7	12.8	12.4	12.6	12.4	12.9	12.9	12.7	12.9	12.7
1988	12.7	12.8	12.4	12.6	12.4	12.9	12.9	12.7	12.9	12.6
1989	12.7	12.8	12.4	12.7	12.4	12.9	12.9	12.7	12.9	12.7
1990	12.7	12.8	12.4	12.7	12.4	12.9	12.9	12.7	12.9	12.7
1991	12.7	12.8	12.4	12.7	12.5	12.9	12.9	12.7	12.9	12.7

[1] Data for years 1940 through 1960 include persons of "other" races.
[2] Estimates based on retrojection, by the Bureau of the Census, of 1940 census data on education by age.
[3] Denotes first year in which figures include Alaska and Hawaii.
—Data not available.

NOTE.—Data for 1940, 1950, and 1960 are for April 1. Data for later years are as of March.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Series, P-20, *Educational Attainment of the United States Population*, various years; and "Education of the American Population," by John K. Folger and Charles B. Nam. (This table was prepared November 1992.)

Table 6.—Percentage of persons 14 years old and over who were illiterate,[1] by race and nativity: 1870 to 1979

Year	Total	White			Black and other
		Total	Native	Foreign born	
1	2	3	4	5	6
1870	20.0	11.5	—	—	79.9
1880	17.0	9.4	8.7	12.0	70.0
1890	13.3	7.7	6.2	13.1	56.8
1900	10.7	6.2	4.6	12.9	44.5
1910	7.7	5.0	3.0	12.7	30.5
1920	6.0	4.0	2.0	13.1	23.0
1930	4.3	3.0	1.6	10.8	16.4
1940	2.9	2.0	1.1	9.0	11.5
1947	2.7	1.8	—	—	11.0
1950	3.2	—	—	—	—
1952	2.5	1.8	—	—	10.2
1959	2.2	1.6	—	—	7.5
1969	1.0	0.7	—	—	[2] 3.6
1979	0.6	0.4	—	—	[2] 1.6

[1] Persons are counted as illiterate if they cannot read or write in any language.
[2] Based on black population only.
—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and Current Population Reports, Series P-23, *Ancestry and Language in the United States: November 1979*. (This table was prepared September 1992.)

Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991

Year	Males							
	Elementary school		High school		College			
	Less than 8 years	8 years	1 to 3 years	4 years	1 to 3 years	4 or more years	4 years only	5 or more years
1	2	3	4	5	6	7	8	9
	Current dollars							
1939	—	—	$1,379	$1,661	$1,931	$2,607	—	—
1946	$1,738	$2,327	2,449	2,939	3,654	4,527	—	—
1949	2,062	2,829	3,226	3,784	4,423	6,179	—	—
1956	2,574	3,631	4,367	5,183	5,997	7,877	—	—
1958	2,530	3,677	4,452	5,257	6,272	8,643	$7,565	$9,178
1961	2,998	4,206	5,161	5,946	7,348	9,817	9,342	9,987
1963	3,078	4,410	5,348	6,557	7,633	9,811	9,392	10,353
1964	3,298	4,520	5,653	6,738	7,907	10,284	9,757	11,004
1966	3,520	4,867	6,294	7,494	8,783	11,739	11,135	12,563
1967	3,540	5,002	6,258	7,515	8,713	11,753	11,022	12,639
1968	4,135	5,689	6,454	7,688	8,890	11,851	11,086	12,794
1969	4,679	6,170	7,063	8,313	9,553	12,644	12,111	13,274
1970	4,948	6,674	7,575	8,998	10,554	14,018	13,434	14,727
1971	5,175	6,901	7,941	9,321	10,942	14,563	13,634	15,687
1972	5,436	7,088	8,273	9,741	11,205	15,017	14,192	15,983
1973	6,101	7,729	8,755	10,591	11,934	15,993	15,189	16,966
1974	6,422	8,559	9,526	11,408	12,640	16,769	15,859	17,817
1975	6,581	8,604	10,019	11,983	13,317	16,996	16,194	17,912
1976	6,673	8,957	9,920	12,559	14,104	18,750	17,599	20,141
1977	7,306	9,679	10,690	13,334	14,674	20,114	18,857	21,553
1978	7,841	10,131	11,400	14,312	15,728	21,464	20,056	23,103
1979	8,347	10,991	12,361	15,440	16,781	22,922	21,669	24,343
1980	8,757	12,050	12,956	16,657	18,232	24,417	22,949	26,065
1981	9,263	12,350	13,578	17,496	19,362	25,816	24,545	27,313
1982	10,151	13,214	14,362	18,468	20,889	28,896	26,612	31,434
1983	9,593	13,124	14,131	18,750	21,212	30,489	28,058	33,240
1984	9,944	13,451	14,529	19,289	22,219	31,969	29,530	34,731
1985	10,832	14,049	15,479	20,763	23,334	34,992	32,266	38,211
1986	10,401	14,193	15,722	21,265	25,046	36,883	33,793	40,732
1987	11,078	14,756	16,606	21,848	26,197	38,627	35,454	42,414
1988	12,184	14,787	17,350	22,747	27,383	39,241	35,800	43,487
1989	12,063	16,017	17,191	23,855	28,050	41,484	37,648	46,189
1990	12,446	15,754	17,331	24,940	29,792	44,257	40,384	49,085
1991	12,582	15,525	17,702	24,737	30,650	44,485	40,750	49,259
	Constant 1991 dollars							
1939	—	—	$13,512	$16,275	$18,921	$25,545	—	—
1946	$12,139	$16,253	17,105	20,528	25,522	31,619	—	—
1949	11,800	16,189	18,461	21,655	25,311	35,360	—	—
1956	12,889	18,182	21,867	25,953	30,029	39,443	—	—
1958	11,923	17,329	20,981	24,775	29,559	40,733	$35,652	$43,254
1961	13,656	19,159	23,509	27,085	33,471	44,718	42,555	45,493
1963	13,700	19,629	23,804	29,185	33,974	43,669	41,804	46,081
1964	14,490	19,859	24,837	29,604	34,740	45,183	42,868	48,347
1966	14,797	20,459	26,458	31,503	36,921	49,347	46,808	52,811
1967	14,436	20,397	25,519	30,645	35,530	47,927	44,946	51,540
1968	16,184	22,266	25,260	30,089	34,794	46,382	43,388	50,073
1969	17,365	22,898	26,212	30,851	35,453	46,924	44,946	49,262
1970	17,369	23,428	26,591	31,586	37,048	49,208	47,157	51,696
1971	17,403	23,208	26,705	31,346	36,798	48,975	45,851	52,755
1972	17,713	23,095	26,957	31,740	36,510	48,931	46,243	52,079
1973	18,715	23,709	26,857	32,489	36,608	49,060	46,593	52,044
1974	17,742	23,646	26,317	31,517	34,920	46,327	43,813	49,223
1975	16,660	21,782	25,364	30,336	33,713	43,027	40,997	45,346
1976	15,973	21,440	23,745	30,062	33,760	44,881	42,126	48,211
1977	16,420	21,754	24,026	29,968	32,980	45,207	42,382	48,441
1978	16,380	21,163	23,814	29,897	32,855	44,837	41,896	48,261
1979	15,659	20,619	23,190	28,966	31,482	43,002	40,652	45,668
1980	14,475	19,918	21,415	27,533	30,136	40,359	37,933	43,083
1981	13,879	18,505	20,345	26,215	29,011	38,681	36,777	40,924
1982	14,327	18,650	20,271	26,066	29,483	40,784	37,560	44,366
1983	13,118	17,947	19,324	25,640	29,007	41,693	38,368	45,455
1984	13,035	17,633	19,046	25,285	29,126	41,907	38,710	45,528
1985	13,711	17,783	19,593	26,282	29,536	44,293	40,842	48,367
1986	12,925	17,638	19,538	26,426	31,125	45,835	41,995	50,618
1987	13,282	17,692	19,910	26,195	31,409	46,312	42,507	50,852
1988	14,028	17,024	19,975	26,189	31,526	45,179	41,217	50,067
1989	13,250	17,593	18,882	26,202	30,810	45,565	41,352	50,733
1990	12,970	16,417	18,060	25,990	31,046	46,119	42,083	51,151
1991	12,582	15,525	17,702	24,737	30,650	44,485	40,750	49,259

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Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991—Continued

Year	Females							
	Elementary school		High school		College			
	Less than 8 years	8 years	1 to 3 years	4 years	1 to 3 years	4 or more years	4 years only	5 or more years
1	10	11	12	13	14	15	16	17
	Current dollars							
1939	—	—	—	—	—	—	—	—
1946	—	—	—	—	—	—	—	—
1949	—	—	—	—	—	—	—	—
1956	—	—	—	—	—	—	—	—
1958	—	—	—	—	—	—	—	—
1961	—	—	—	—	—	—	—	—
1963	—	—	—	—	—	—	—	—
1964	—	—	—	—	—	—	—	—
1966	—	—	—	—	—	—	—	—
1967	—	—	—	—	—	—	—	—
1968	$1,039	$1,323	$1,550	$1,879	$2,297	$3,862	$3,210	$5,667
1969	1,205	1,515	1,701	2,099	2,468	4,063	3,266	5,977
1970	1,274	1,621	1,825	2,280	2,753	4,610	3,824	6,479
1971	1,406	1,731	1,905	2,452	3,006	5,056	4,241	6,900
1972	1,458	1,766	2,075	2,577	3,087	5,310	4,450	7,250
1973	1,559	1,916	2,219	2,819	3,285	5,502	4,587	7,544
1974	1,792	2,058	2,395	3,026	3,761	5,807	4,909	7,682
1975	1,999	2,315	2,709	3,314	4,133	6,513	5,371	8,175
1976	2,054	2,456	2,835	3,611	4,548	7,213	6,086	9,381
1977	2,225	2,725	3,057	4,044	4,858	7,616	6,449	9,894
1978	2,448	3,082	3,330	4,455	5,514	8,114	6,834	10,412
1979	2,840	3,250	3,718	5,063	6,181	9,007	7,601	11,389
1980	2,926	3,639	4,228	5,844	7,325	10,305	8,848	12,798
1981	3,314	4,025	4,562	6,535	8,389	11,500	10,066	14,013
1982	3,650	4,554	4,848	7,119	9,055	12,673	10,912	15,543
1983	3,610	4,662	5,090	7,682	9,707	14,113	12,243	17,061
1984	3,876	4,991	5,400	8,122	10,440	15,372	13,237	18,813
1985	4,278	5,408	5,991	8,788	11,394	16,743	14,517	20,366
1986	4,230	5,314	6,129	9,333	12,212	17,979	15,739	21,721
1987	4,526	5,268	6,380	9,751	12,746	19,365	17,197	22,939
1988	4,685	5,727	6,749	10,419	14,021	20,375	17,982	24,237
1989	5,026	5,577	6,952	11,114	15,159	21,827	19,570	25,462
1990	5,224	6,201	7,575	11,791	15,681	23,478	20,837	27,843
1991	5,583	6,298	7,987	12,429	16,310	24,684	21,859	29,466
	Constant 1991 dollars							
1939	—	—	—	—	—	—	—	—
1946	—	—	—	—	—	—	—	—
1949	—	—	—	—	—	—	—	—
1956	—	—	—	—	—	—	—	—
1958	—	—	—	—	—	—	—	—
1961	—	—	—	—	—	—	—	—
1963	—	—	—	—	—	—	—	—
1964	—	—	—	—	—	—	—	—
1966	—	—	—	—	—	—	—	—
1967	—	—	—	—	—	—	—	—
1968	$4,066	$5,178	$6,066	$7,354	$8,990	$15,115	$12,563	$22,179
1969	4,472	5,622	6,313	7,790	9,159	15,078	12,121	22,182
1970	4,472	5,690	6,406	8,004	9,664	16,183	13,423	22,743
1971	4,728	5,821	6,406	8,246	10,109	17,003	14,262	23,204
1972	4,751	5,754	6,761	8,397	10,059	17,302	14,500	23,623
1973	4,782	5,877	6,807	8,647	10,077	16,878	14,071	23,142
1974	4,951	5,686	6,617	8,360	10,390	16,043	13,562	21,223
1975	5,061	5,861	6,858	8,390	10,463	15,982	13,597	20,696
1976	4,917	5,879	6,786	8,644	10,886	17,266	14,568	22,455
1977	5,001	6,125	6,871	9,089	10,918	17,117	14,494	22,237
1978	5,114	6,438	6,956	9,306	11,519	16,950	14,276	21,750
1979	5,328	6,097	6,975	9,498	11,596	16,897	14,260	21,366
1980	4,836	6,015	6,989	9,660	12,108	17,033	14,625	21,154
1981	4,966	6,031	6,835	9,792	12,570	17,231	15,082	20,996
1982	5,152	6,428	6,842	10,048	12,780	17,887	15,401	21,937
1983	4,937	6,375	6,960	10,505	13,274	19,299	16,742	23,330
1984	5,081	6,543	7,079	10,647	13,686	20,151	17,352	24,662
1985	5,415	6,845	7,583	11,124	14,423	21,193	18,376	25,779
1986	5,257	6,604	7,617	11,598	15,176	22,343	19,559	26,993
1987	5,426	6,316	7,649	11,691	15,282	23,218	20,618	27,503
1988	5,394	6,594	7,770	11,996	16,143	23,458	20,703	27,904
1989	5,520	6,126	7,636	12,207	16,650	23,974	21,495	27,967
1990	5,444	6,462	7,894	12,287	16,341	24,466	21,714	29,015
1991	5,583	6,298	7,987	12,429	16,310	24,684	21,859	29,466

—Data not available

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, *Money Income of Families and Persons in the United States*, and unpublished data. (This table was prepared September 1992.)

Chapter 2
Elementary and Secondary Education
William C. Sonnenberg

Several cities in the colonies, particularly in Massachusetts, set up a variety of elementary schools. These efforts were often modest, taught by housewives, clergy, or missionaries in their spare time, with sparse resources. Boston, and several other large cities, did provide some structure and some resources for their schools. But no colony centralized control of education. As towns prospered, the need for public education standards became a concern of colonial governments. Thus, in 1642, the General Court of Massachusetts enacted into law a condemnation of parents and masters who did not take steps to guarantee that their children could "read & understand the principles of religion & the capitall lawes of this country." It is important to note that the responsibility for providing education was placed on parents rather than borne by the government.

Perhaps in response to a lack of direction in the above legislation, albeit a clear expression of concern, Massachusetts enacted provisions in 1647 for the creation of grammar schools in any town which attained a population level of 100 families or households. The stated aim of these schools was to "instruct youth so farr as they shall be fited for y university Harvard." These Massachusetts laws served as models for other colonies.

Boston also took the lead in establishing the first public secondary school, Latin Grammar School, in 1635. This institution focused primarily on college preparatory studies, such as mathematics and ancient languages. In subsequent years, the concept spread throughout the Massachusetts colony, especially with the acts of the legislature in 1647.

The Northwest Ordinances of 1787 represent a significant federal step in providing education. This legislation authorized grants of land for the establishment of educational institutions. The Continental Congress stated, "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Other governmental efforts also followed independence, as many local legislatures moved to establish the concept of a uniform public system of elementary education. This was necessary to guarantee such essentials as a common language and technical and agricultural training. In 1805, New York City adopted a concept known as monitorial schools which were designed to provide mass education to large numbers of children. However, success was limited when teachers had to try to teach hundreds of children at once using better students as helpers. But the stage was set for what has been termed the "educational awakening," a movement strongly influenced by Horace Mann. As Secretary of the State Board of Education of Massachusetts, he presided over the enactment of the first compulsory elementary school attendance law in 1852. Although significant progress was made in providing formal education to residents in some states, such as Massachusetts, there were wide variations in the availability of education services.

From colonial times, America has recognized the value, both individually and collectively, of a basic education. By the time of the first national surveys of education statistics in 1869–70, millions of young people were enrolled in public elementary schools.

Statistical Trends

Enrollment

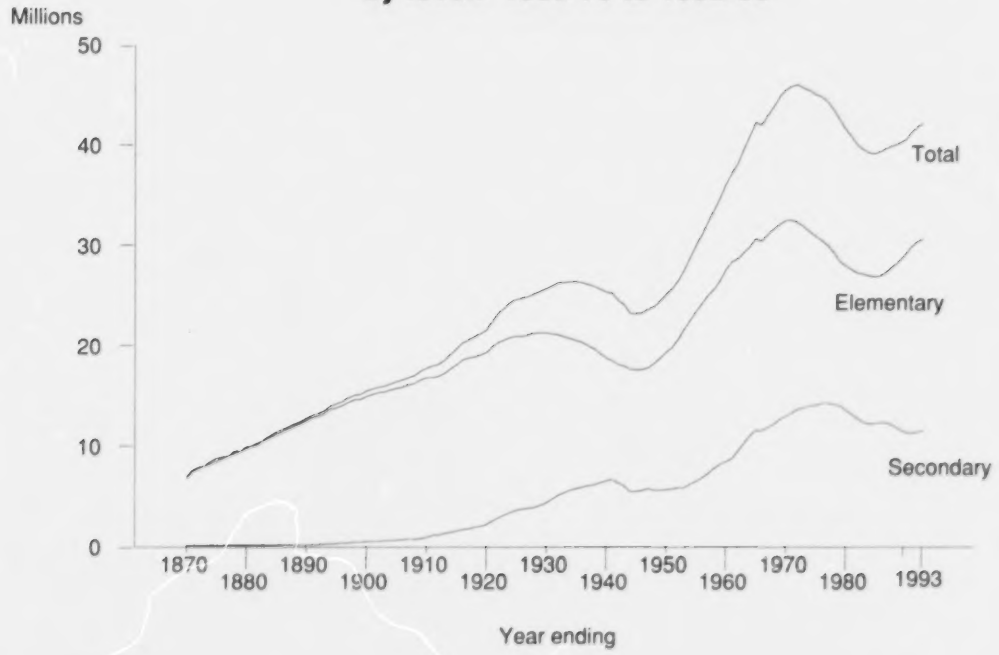
The most fundamental measure of the scope of an education system is a measure of enrollment. Over the period covered in this report, total enrollment in U.S. public elementary and secondary schools rose from 7.6 million in 1870–71 to 41.2 million in 1990–91. This increase may be attributed to growth in the population, as well as to increases in the proportion of young people attending school. Detailed information on the increases in the enrollment rates can be found in chapter 1. The pattern of the rise in public school enrollment has not been consistent. Enrollment increases have occurred at different rates, and there have been two periods of enrollment declines: the first, from the mid-1930s to the mid-1940s; and the second, from the early 1970s to the mid-1980s (table 9).

Public school enrollment expanded rapidly during the late 19th century, with a particularly large increase of 44 percent during the 1870s. The increases of the 1870s and 1880s were fueled by increases in the school-age population and increases

in the enrollment ratios. Some of the apparent increase, particularly during the 1870s, may be due to improvements in the relatively primitive data collection systems. Enrollment growth continued in the 1890s and the early 20th century, primarily driven by population increases. Between 1889–90 and 1909–10, the ratio of enrollment to the number of 5- to 17-year-olds rose only slightly, from 77 percent to 81 percent. Enrollment growth accelerated again between 1909–10 and 1919–20, especially at the secondary level. Between 1909–10 and 1919–20, the ratio of high school enrollment to the 14- to 17-year-old population rose from 14 percent to 31 percent. The enrollment ratio for the younger 5- to 13-year-old children was over 100 percent, indicating both the high enrollment rate for the age group and the number of older students attending below ninth grade. Enrollment growth continued during the 1920s aided by further increases in the high school enrollment ratios. During the mid 1930s, changes in enrollment ratios moderated and enrollments began to decline as the number of 5- to 13-year-olds declined. Between 1933–34 and 1944–45, public school enrollment fell by 12 percent.

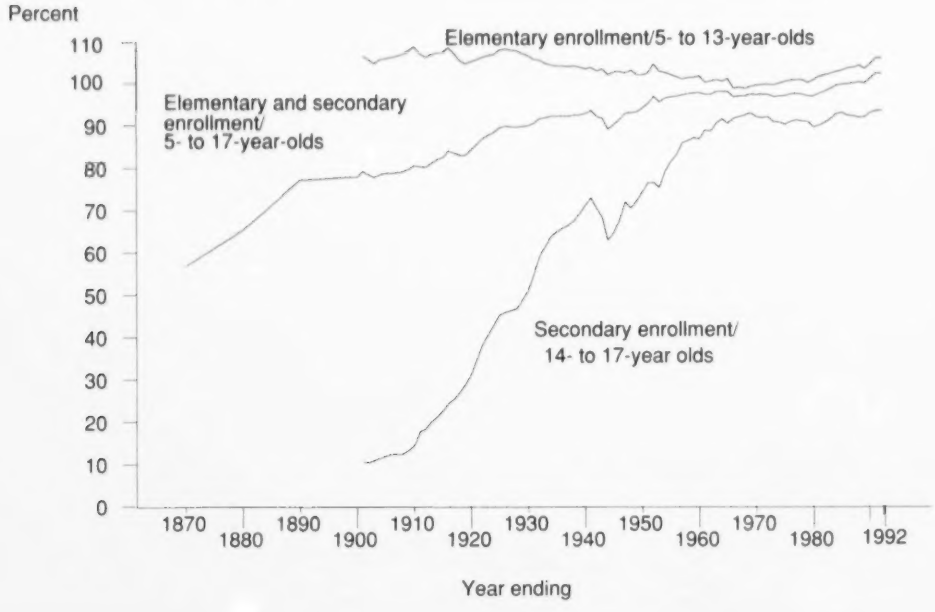
After World War II, public school enrollment began increasing again. The 1950s were a period of dynamic growth, with public school enrollment jumping by 44 percent. The enrollment increase was driven by the entry of the "baby boomers" into elementary schools, as well as by the increase in the high school enrollment ratio of 14- to 17-year-olds. During the rush to accommodate the growing numbers of students during this period, school buildings were constructed in expanding suburban areas, and teacher demand rose dramatically. Enrollment increases continued through the 1960s and until 1971. Since 1971, enrollment ratios have been relatively stable, showing an increase only at the elementary level in the 1980s. The enrollment declines after 1971 were due to a decline in births following the end of the "baby boom." Between 1971 and 1984, public school enrollment declined by 15 percent. The increase in enrollment from 1985 to 1992 has been driven by increases in population and, to a smaller extent, by rises in the enrollment rate of prekindergarten and kindergarten pupils.

Figure 6.--Enrollment in public elementary and secondary schools, by level: 1869-70 to 1992-93



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

Figure 7.--Elementary and secondary enrollment as a percentage of 5- to 17-year-olds, by level: 1869-70 to fall 1991



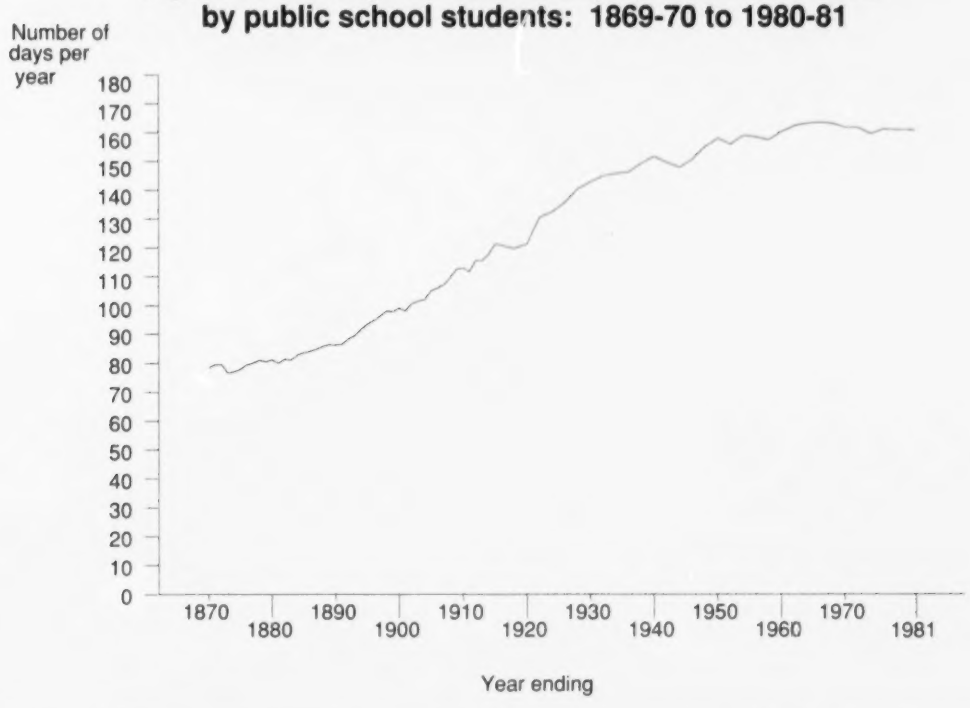
Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

School Attendance

Enrollment figures show the progress made in encouraging students to participate at the secondary education level, but they do not fully illustrate the progress that has been made in the amount of education provided to students. The average number of days that students attended school increased substantially during the late 19th century and early 20th century (table 14).

In 1869–70, the school year was only about 132 days long compared to about 180 today. Not only was the year much shorter, but the attendance rate of 59 percent was much lower than the 90 percent figure calculated for 1979–80. The net result of these factors is that students in 1869–70 attended school for an average of only 78 days compared to 161 days in 1979–80. In the early years, students were likely to take time off to help with harvests or other farm work. Also, the less advanced state of medicine and hygiene left students more susceptible to long-term illnesses that prevented school attendance. The length of the school year and the average number of days attended rose slowly during the late 19th century, but rapid increases did not occur until the 1920s. Between 1919–20 and 1929–30, the average number of days attended rose from 121 to 143. During the 1930s, the average number of days attended increased to 152, and the school year lengthened to 175 days, almost as long as today. Since then the changes have been relatively small. The increase in the number of school days for the average student during the early 20th century meant that a more extensive instructional program could be provided.

Figure 8.--Average number of days per year attended by public school students: 1869-70 to 1980-81



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

Pupil/Teacher Ratios

As might be expected, the increases in enrollment were mirrored by rises in the number of teachers employed in public school systems. During the late 19th and early 20th centuries, the number of teachers rose at almost exactly the same rate as enrollment (table 14). A steady pupil/teacher ratio of about 34 to 37 resulted. During the mid 1920s, a long-term pattern developed of a slowly falling pupil/teacher ratio. This slow movement picked up in the 1960s, when the pupil/teacher ratio fell from 27 to 23. During the 1970s, the number of teachers remained relatively steady during the enrollment decline, causing the pupil/teacher ratio to drop to 18 in 1984-85. By 1990, 2.4 million Americans, an all-time high, were elementary-secondary teachers (nearly one percent of the population). More complex and diverse school offerings, including special education and enrichment programs, required increasing numbers of specialized teachers.

Over the past 120 years, there have been several shifts in the proportion of female teachers. During the late 19th and early 20th centuries, the proportion of female teachers increased steadily, from 57 percent in 1879–80 to 86 percent in 1919–20. This shift in the composition of the teacher force was brought about by the extensive hiring of women teachers to provide instruction for the rising enrollment and the 22 percent decline in the number of male teachers. During the 1920s and 1930s, the proportion of female teachers dipped to a slightly lower level, before returning to the 85 percent level during World War II, when many young men left their positions to enter the military. After the war, the proportion of female teachers began falling, as the number of male teachers increased more rapidly than the number of female teachers. In 1959-60, about 71 percent of the teachers were women. After dipping to a slightly lower proportion during the late 1960s and 1970s, the proportion of women returned to the 1959–60 level during the late 1980s (table 14).

Figure 9.--Pupil/teacher ratio in public elementary and secondary schools: 1869-70 to fall 1990

Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Figure 10.--Percentage of elementary and secondary school teachers, by sex: 1869-70 to fall 1990

Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Student Assessment

The overall trends in science, mathematics, and reading suggest few changes in levels of educational achievement across the two decades covered by the National Assessment of Educational Progress (NAEP). Although students appear to be mastering the lower-level skills and virtually all students appear to have grasped mathematics, science, and reading fundamentals, few demonstrate competency with more sophisticated materials and tasks.

In 1990, science achievement was no better at ages 9 and 13 and somewhat worse at age 17 than in 1969–70 (table 17). At all three ages, across the 20-year span, performance declined significantly in the 1970s, but improved significantly during the 1980s. At ages 9 and 13, these recent gains returned performance to levels observed two decades earlier. However, at age 17, average proficiency in 1990 remained significantly below that in 1969. In addition, science proficiency did not improve during the 1980s for the lower-performing 25 percent of the 17-year-olds.

Average mathematics proficiency improved between 1973 and 1990 at ages 9 and 13. For 17-year-olds, statistically significant declines in performance between 1973 and 1982 were followed by recovery during the 1980s to the original level of performance. At all three ages, students' average proficiency was significantly higher in 1990 than in 1978.

The reading achievement of 9- and 13-year-olds in 1990 was unchanged from 1971, but 17-year-olds were reading better. However, the pattern at age 9 is the reverse of that found for science and for mathematics at age 17. Significant improvement during the 1970s has been all but eradicated by commensurate declines during the 1980s. Little change occurred for 13-year-olds. Seventeen-year-olds showed relatively steady progress across the assessments.

The call for improved education and equal opportunity for all students is at the heart of many education reform recommendations. Across the NAEP assessments, both black and Hispanic students have, on average, demonstrated significantly lower proficiency than white students.

The 1990 results show that white students consistently had higher average achievement than their black and Hispanic counterparts at all three ages in all three curriculum areas. The trends, however, do indicate a lessening of the achievement gap. For example, between 1969-70 and 1990, science proficiency has remained stable for white 9- and 13-year-olds but decreased at age 17. In contrast, black and Hispanic students showed gains at ages 9 and 13, and these students maintained their initial levels of achievement at age 17.

In mathematics, the only significant progress by white students since 1973 was at age 9. In comparison, black students showed significant improvements at all three ages, as did Hispanic students at ages 9 and 13. The reading results show a similar pattern. Although the proficiency of white 17-year-olds has improved significantly since 1971, 9- and 13-year-olds were reading at about the same level in 1990 as nearly two decades ago. Black students, however, demonstrated significantly higher proficiency in 1990 at all three ages. Hispanic students also showed gains at age 17, yet their reading performance did not change significantly at the younger ages.

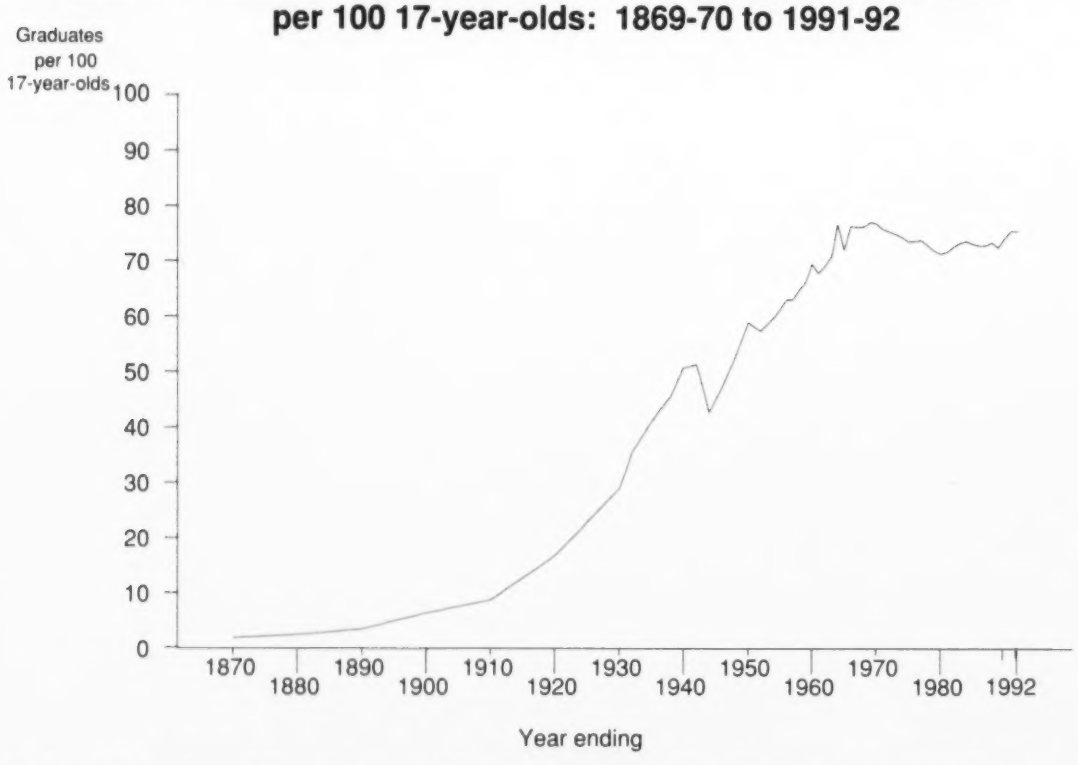
High School Graduates

The large enrollment in high schools is one of the many success stories of American education during the 20th century. Not surprisingly, the high enrollment ratios have resulted in the growth in the number of high school graduates. An indicator of high school graduation success can be measured by comparing the number of high school graduates to the 17-year-old population. This measurement does not account for students receiving their diplomas through GED programs, night schools, or other special programs; however, this ratio does allow rough historical comparisons to be made over the past 120 years.

In 1869–70, there were only about two persons receiving high school diplomas per 100 17-year-olds (table 19). While this ratio increased to 9 per 100 during the ensuing 40 years, high school graduation remained an atypical occurrence, at least in most areas of the country. It should be noted that graduation ratios for females have consistently been higher than those for males. In 1909–10, about 60 percent of the graduates were women. During the 1910s, the 1920s, and the 1930s, the graduation ratios increased rapidly. In 1939–40, the ratio rose above 50 percent for the first time. In that year, about 53 percent of the graduates were females. During World War II, the graduation ratio dipped as some young men left school to join the armed forces.

Immediately after the war, the graduation ratio resumed its upward trend, reaching 70 percent in 1959–60. A peak ratio of 77 percent was attained at the end of the 1960s. After falling to around 71 percent in 1979–80, the ratio has returned to about the same level as the late 1960s. More students now obtain diplomas through non-traditional programs than in the earlier years. If these graduates were included, the total graduation ratio for young adults might now be higher than ever.

Figure 11.--Number of public and private high school graduates per 100 17-year-olds: 1869-70 to 1991-92



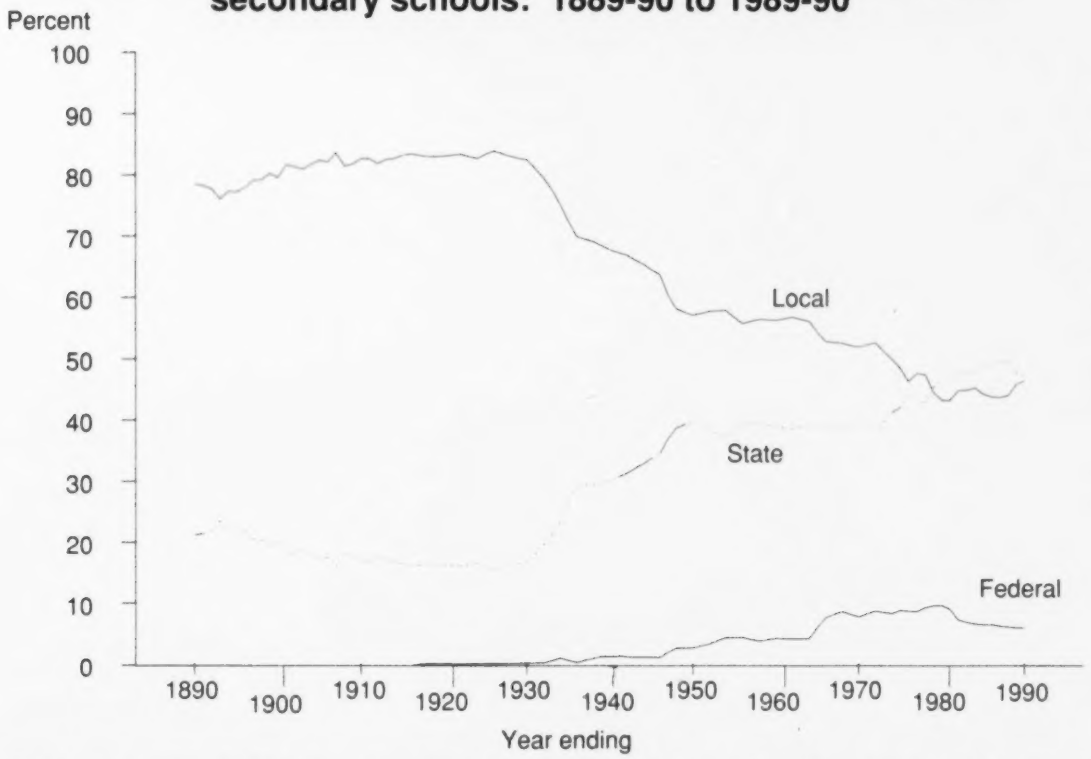
SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and Current Population Reports, Series P-25; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Public Elementary and Secondary School Revenues

Today, public schools derive most of their funds from state and local governments. Smaller amounts of federal funds are directed to specific programs, such as those for disabled or educationally disadvantaged children. Prior to the Great Depression of the 1930s, most of the funding came from local (county and city) sources. From 1889–90 until the mid 1930s, local governments provided over three-quarters of financial support for elementary and secondary education. In 1935–36, local governments provided 70 percent of the revenues for public schools and 29 percent came from state governments (table 21). The federal government provided less than 1 percent.

During the post-war period, the proportions from state and federal governments began to rise, while the local proportion declined. By the early 1970s, the federal government proportion had risen to 9 percent, and it remained around this level until the early 1980s. The state proportion continued to rise in the 1970s and, in 1978–79, exceeded the local proportion for the first time. During the 1980s, the proportion from the federal government declined, while the proportion from state governments continued to increase, reaching a high of 50 percent in 1986–87. During the late 1980s, the local proportion began growing again, while the state proportions dipped slightly.

Figure 12.--Sources of revenues for public elementary and secondary schools: 1889-90 to 1989-90



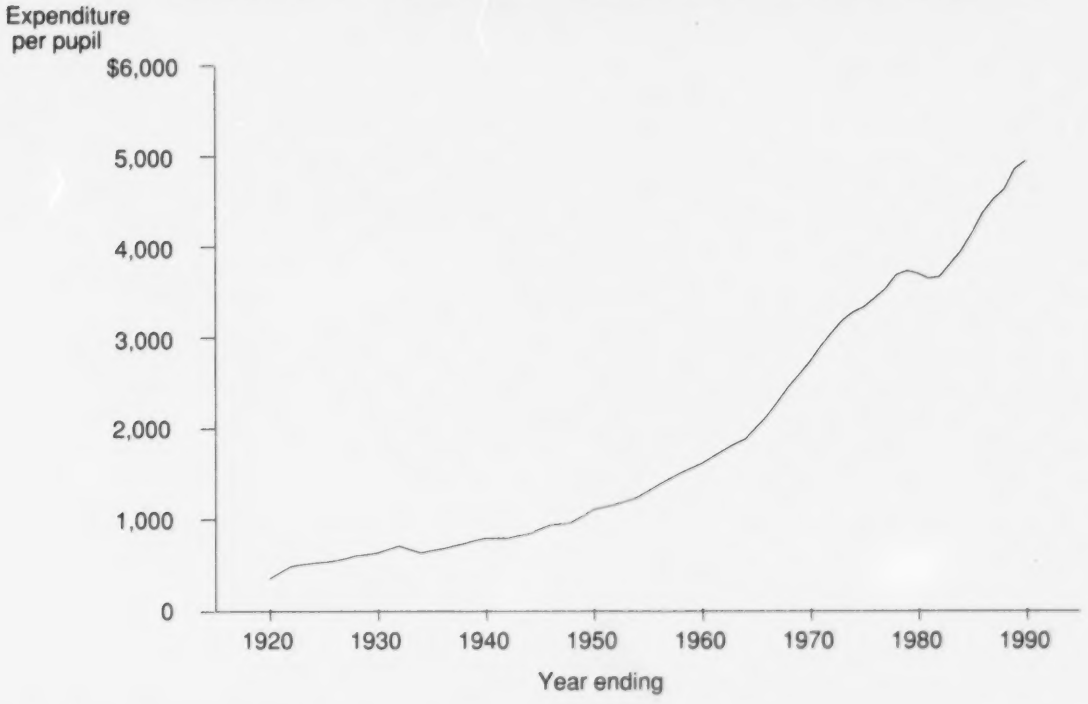
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education; Biennial Survey of Education in the United States; Statistics of State School Systems; Revenues and Expenditures for Public Elementary and Secondary Education;* and Common Core of Data survey.

Public Elementary and Secondary School Expenditures

Current expenditures are those costs associated with providing educational services to children (e.g., instruction, transportation, and administration). Two of the most important factors that affect school costs are the relative number and pay of teachers. If there is a drop in the pupil/teacher ratio, school expenditures per student will rise if other factors are held constant. Consistent price indexes to adjust older historical education finance data are not available. However, an examination of the 1869–70 to 1909–10 data indicates an increase in per student funding. The total expenditure (including current expenditures, plus capital outlay and interest on school debt) per student rose from $16 to $33 during the 40-year period (table 22). This increase in spending would not indicate a real increase if even very modest levels of inflation occurred during the 40 years. Also, the stable pupil/teacher ratio during this period suggests that little additional resources on a per student basis were devoted to education.

In 1919–20, current expenditure per student in average daily attendance stood at about $53, or about $355 after adjusting to 1989–90 dollars. The expenditure per student jumped 81 percent in the 1920s, after adjusting for inflation. The real value of teacher salaries rose by 82 percent during this economic boom period, while pupil/teacher ratios changed little (table 14). During the Depression of the 1930s, expenditures per student continued to increase, registering a rise of 24 percent by the end of the decade.

Figure 13.--Current expenditure per pupil in average daily attendance, in constant 1989-90 dollars: 1919-20 to 1989-90



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics,* various years.

Large rises in current expenditure per pupil have occurred in every decade since World War II, even after adjusting for inflation. The 45 percent boost in the 1950s and the 69 percent jump in the 1960s are particularly impressive considering the rapidly rising enrollment that occurred during these decades. During the 1970s and 1980s, the rate of increase in expenditures per student slowed to a more moderate rate of 35 percent and 33 percent, respectively. The steady increase in expenditure per pupil has been interrupted only twice during the past 70 years, during the periods 1931–32 to 1933–34 and 1978–79 to 1980–81. In each case, the Nation was experiencing economic difficulties. In 1989–90, the current expenditure per student in the public schools was nearly $5,000.

These historical elementary and secondary education statistics depict a great achievement during the first half of the 20th century in the development of high schools. Enrollment in high school, once limited to the elite, is now an opportunity that is shared by nearly all America's young people. A higher proportion of students are graduating than ever, and education funding and teacher salaries are at historic highs.

Table 8.—Historical summary of public elementary and secondary school statistics: 1869–70 to 1989–90

Item	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969–70	1979–80	1988–89	1989–90
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Population, pupils, and instructional staff														
Total population,[1] in thousands	38,558	50,156	62,622	75,995	90,490	104,514	121,767	130,880	149,199	177,080	201,385	224,567	245,807	248,239
Population aged 5–17 years,[1] in thousands	11,683	15,066	18,473	21,573	24,011	27,571	31,414	30,151	30,223	42,634	52,386	48,041	45,388	45,330
Percent of total population 5–17	30.3	30.0	29.5	28.4	26.5	26.4	25.8	23.0	20.3	24.1	26.0	21.4	18.5	18.3
Total enrollment in elementary and secondary schools, in thousands[2]	[3]7,562	9,868	12,723	15,503	17,814	21,578	25,678	25,434	25,111	36,087	45,550	41,651	40,189	40,543
Kindergarten and grades 1–8, in thousands[2]	[3]7,481	9,757	12,520	14,984	16,899	19,378	21,279	18,832	19,387	27,602	32,513	28,034	28,499	29,152
Grades 9–12 and postgraduate, in thousands[2]	[3]80	110	203	519	915	2,200	4,399	6,601	5,725	8,485	13,037	13,616	11,690	11,390
Enrollment as a percent of total population	17.8	19.7	20.3	20.4	19.7	20.6	21.1	19.4	16.8	20.4	22.6	18.5	16.3	16.3
Enrollment as a percent of 5- to 17-year-olds	57.0	65.5	68.9	71.9	74.2	78.3	81.7	84.4	83.1	84.6	87.0	86.7	88.5	89.4
Percent of total enrollment in high schools (grades 9–12 and postgraduate)	1.2	1.1	1.6	3.3	5.1	10.2	17.1	26.0	22.8	23.5	28.6	32.7	29.1	28.1
High school graduates, in thousands	—	—	22	62	111	231	592	1,143	1,063	1,627	2,589	2,748	2,459	2,320
Average daily attendance, in thousands	4,077	6,144	8,154	10,633	12,827	16,150	21,265	22,042	22,284	32,477	41,934	38,289	37,268	37,779
Total number of days attended by pupils enrolled, in millions	539	801	1,098	1,535	2,011	2,615	3,673	3,558	3,964	5,782	7,501	[4]6,835	—	—
Percent of enrolled pupils attending daily	59.3	62.3	64.1	68.6	72.0	74.8	82.8	86.7	88.7	90.0	90.4	[4]90.1	—	—
Average length of school term, in days	132.2	130.3	134.7	144.3	156.8	161.9	172.7	175.0	177.9	178.0	178.9	[4]178.5	—	—
Average number of days attended per pupil	78.4	81.1	86.3	99.0	112.9	121.2	140.0	151.7	157.9	160.2	161.7	[4]160.8	—	—
Total instructional staff, in thousands	—	—	—	—	—	700	892	912	962	1,464	2,253	2,441	—	—
Supervisors, in thousands	—	—	—	—	—	7	7	5	9	14	32	[4]35	—	—
Principals, in thousands	—	—	—	—	—	14	31	32	39	64	91	106	—	—
Teachers, librarians, and other nonsupervisory instructional staff,[5] in thousands	201	287	364	423	523	680	854	875	914	1,387	2,131	2,300	2,447	2,528
Men, in thousands	78	123	126	127	110	96	142	195	195	[4]402	[4]691	[4]782	—	—
Women, in thousands	123	164	238	296	413	584	712	681	719	[4]985	[4]1,440	[4]1,518	—	—
Percent men	38.7	42.8	34.5	29.9	21.1	14.1	16.6	22.2	21.3	[4]29.0	[4]32.4	[4]34.0	—	—
	Amounts in millions of current dollars													
Finance														
Total revenue receipts	—	—	**$143**	**$220**	**$433**	**$970**	**$2,089**	**$2,261**	**$5,437**	**$14,747**	**$40,267**	**$96,881**	**$192,016**	**$207,584**
Federal government	—	—	—	—	—	2	7	40	156	652	3,220	9,504	11,902	12,751
State governments	—	—	—	—	—	160	354	684	2,166	5,768	16,063	45,349	91,769	98,060
Local sources, including intermediate	—	—	—	—	—	808	1,728	1,536	3,116	8,327	20,985	42,029	88,345	96,774
Percent of revenue receipts from														
Federal government	—	—	—	—	—	0.3	0.4	1.8	2.9	4.4	8.0	9.8	6.2	6.1
State governments	—	—	—	—	—	16.5	16.9	30.3	39.8	39.1	39.9	46.8	47.8	47.2
Local sources, including intermediate	—	—	—	—	—	83.2	82.7	68.0	57.3	56.5	52.1	43.4	46.0	46.6
Total expenditures for public schools	**$63**	**$78**	**$141**	**$215**	**$426**	**$1,036**	**$2,317**	**$2,344**	**$5,838**	**$15,613**	**$40,683**	**$55,962**	**$192,977**	**$211,731**
Current expenditures[6]	—	—	[7]114	[7]180	[7]356	861	1,844	1,942	4,687	[8]12,329	[8]34,218	[8]86,984	[8]173,099	[8]187,384
Capital outlay[9]	—	—	26	35	70	154	371	258	1,014	2,662	4,659	6,506	14,101	17,685
Interest on school debt	—	—	—	—	—	18	93	131	101	490	1,171	1,874	3,213	3,693
Other expenditures[10]	—	—	—	—	—	3	10	13	36	133	636	[11]598	[11]2,564	[11]2,969
Percent of total expenditures devoted to														
Current expenditures[6]	—	—	[7]81.3	[7]83.5	[7]83.6	83.1	79.6	82.8	80.3	[9]79.0	[9]84.1	[9]90.6	[9]89.7	[9]88.5
Capital outlay[9]	—	—	18.7	16.5	16.4	14.8	16.0	11.0	17.4	17.0	11.5	6.8	7.3	8.4
Interest on school debt	—	—	—	—	—	1.8	4.0	5.6	1.7	3.1	2.9	2.0	1.7	1.7
Other expenditures[10]	—	—	—	—	—	0.3	0.4	0.6	0.6	0.8	1.6	[11]0.6	[11]1.3	[11]1.4

Table 8.—Historical summary of public elementary and secondary school statistics: 1869–70 to 1989–90—Continued

Item	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969–70	1979–80	1988–89	1989–90
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Amounts														
Annual salary of instructional staff[12]	$189	$195	$252	$325	$485	$871	$1,420	$1,441	$3,010	$5,174	$8,840	[13]$16,715	[13]$30,969	[13]$32,723
Personal income per member of labor force[1]	—	—	—	—	—	—	1,634	1,356	3,400	5,413	8,750	19,087	33,036	34,886
Total school expenditures per capita of total population	1.59	1.56	2.23	2.83	4.71	9.91	19.03	17.91	39	88	202	427	785	853
National income[1] per capita	—	—	—	—	—	—	667	587	1,520	2,272	3,829	9,117	16,284	17,099
Current expenditure[14] per pupil in A.D.A.[15]	—	—	[7]13.99	[7]16.67	[7]27.85	53.32	86.70	88.09	209	375	816	2,272	4,645	4,960
Total expenditure[16] per pupil in A.D.A.	15.55	12.71	17.23	20.21	33.23	64.16	108.49	105.74	259	472	955	2,491	5,109	5,526
National income per pupil in A.D.A.	—	—	—	—	—	—	3,845	3,502	10,312	12,547	18,656	53,470	107,400	112,358
Current expenditure per day[17] per pupil in A.D.A.	—	—	[7]0.10	[7]0.12	[7]0.18	0.33	0.50	0.50	1.17	2.11	4.56	12.73	—	—
Total expenditure per day per pupil in A.D.A.	0.12	0.10	0.13	0.14	0.21	0.40	0.63	0.60	1.46	2.65	5.34	13.95	—	—
Amounts in constant 1989–90 dollars														
Annual salary of instructional staff[12]	—	—	—	—	—	$5,803	$10,534	$13,093	$16,138	$22,359	$29,714	[13]$27,339	[13]$32,447	[13]$32,723
Personal income per member of labor force[1]	—	—	—	—	—	—	12,121	12,320	18,229	23,392	29,412	31,218	34,612	34,886
Total school expenditures per capita of total population	—	—	—	—	—	66	141	163	210	381	679	699	823	853
National income[1] per capita	—	—	—	—	—	—	4,948	5,333	8,149	9,818	12,871	14,911	17,061	17,099
Current expenditure[14] per pupil in A.D.A.[15]	—	—	—	—	—	355	643	800	1,120	1,621	2,743	3,716	4,866	4,960
Total expenditure[16] per pupil in A.D.A.	—	—	—	—	—	427	805	961	1,388	2,040	3,210	4,074	5,353	5,526
National income per pupil in A.D.A.	—	—	—	—	—	—	28,522	31,819	55,287	54,220	62,709	87,454	112,525	112,358
Current expenditure per day[17] per pupil in A.D.A.	—	—	—	—	—	2.20	3.71	4.54	6.27	9.12	15.33	20.82	—	—
Total expenditure per day per pupil in A.D.A.	—	—	—	—	—	2.67	4.67	5.45	7.83	11.45	17.95	22.82	—	—

[1] Data on population and labor force are from the Bureau of the Census, and data on personal income and national income are from the Bureau of Economic Analysis, U.S. Department of Commerce. Population data through 1900 are based on total population from the decennial census. From 1909–10 to 1959–60, population data are total population, including armed forces overseas, as of July 1. Data for later years are for resident population, excluding armed forces overseas.

[2] Data for 1869–70 through 1959–60 are school year enrollment. Data for later years are fall enrollment.

[3] Data for 1870–71.

[4] Estimated by the National Center for Education Statistics.

[5] Prior to 1919–20, data are for the number of different persons employed rather than number of positions.

[6] Prior to 1919–20, includes expenditures for interest.

[7] Includes interest on school debt.

[8] Because of the modification of the scope of "current expenditures for elementary and secondary schools," data for 1959–60 and later years are not entirely comparable with prior years.

[9] Beginning in 1969–70, includes capital outlay by state and local school building authorities.

[10] Includes summer schools, community colleges, and adult education. Beginning in 1959–60, also includes community services, formerly classified with "current expenditures for elementary and secondary schools."

[11] Excludes community colleges and adult education.

[12] Average includes supervisors, principals, teachers, and other nonsupervisory instructional staff.

[13] Estimated by the National Education Association.

[14] Excludes current expenditures not allocable to pupil costs.

[15] "A.D.A." means average daily attendance in elementary and secondary schools.

[16] The expenditure figure used here is the sum of current expenditures allocable to pupil costs, capital outlay, and interest on school debt.

[17] Per-day rates derived by dividing annual rates by average length of term.

—Data not collected.

NOTE.—Kindergarten enrollment includes a relatively small number of nursery school pupils. Because of rounding, details may not add to totals. Some data have been revised from previously published figures. Beginning in 1959–60, data include Alaska and Hawaii.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems, Statistics of Public Elementary and Secondary School Systems; Revenues and Expenditures for Public Elementary and Secondary Education, FY 1980*; Common Core of Data survey; Council of Economic Advisers, *Economic Indicators*; and National Education Association, *Estimates of School Statistics* (copyright by the National Education Association.) (This table was prepared October 1992.)

Table 9.—Enrollment in regular public and private elementary and secondary schools, by grade level: 1869–70 to fall 1992

[Enrollment in thousands]

Year	All schools			Public schools			Private schools [1]			All public and private schools		
	Total	Kindergarten to grade 8	Grades 9 to 12	Total	Kindergarten to grade 8	Grades 9 to 12	Total	Kindergarten to grade 8	Grades 9 to 12	Ratio of kindergarten to grade 12 enrollment to 5– to 17-year-olds	Ratio of kindergarten to grade 8 enrollment to 5– to 13-year-olds	Ratio of grades 9 to 12 enrollment to 14– to 17-year-olds
1	2	3	4	5	6	7	8	9	10	11	12	13
1869–70	—	—	—	6,872	—	—	—	—	—	[2]57.0	—	—
1870–71	—	—	—	7,562	7,481	80	—	—	—	—	—	—
1871–72	—	—	—	7,815	—	—	—	—	—	—	—	—
1872–73	—	—	—	8,004	—	—	—	—	—	—	—	—
1873–74	—	—	—	8,444	—	—	—	—	—	—	—	—
1874–75	—	—	—	8,786	—	—	—	—	—	—	—	—
1875–76	—	—	—	8,869	—	—	—	—	—	—	—	—
1876–77	—	—	—	8,965	—	—	—	—	—	—	—	—
1877–78	—	—	—	9,439	—	—	—	—	—	—	—	—
1878–79	—	—	—	9,504	—	—	—	—	—	—	—	—
1879–80	—	—	—	9,868	9,757	110	—	—	—	[2]65.5	—	—
1880–81	—	—	—	10,001	—	—	—	—	—	—	—	—
1881–82	—	—	—	10,212	—	—	—	—	—	—	—	—
1882–83	—	—	—	10,652	—	—	—	—	—	—	—	—
1883–84	—	—	—	10,982	—	—	—	—	—	—	—	—
1884–85	—	—	—	11,398	—	—	—	—	—	—	—	—
1885–86	—	—	—	11,664	—	—	—	—	—	—	—	—
1886–87	—	—	—	11,885	—	—	—	—	—	—	—	—
1887–88	—	—	—	12,183	—	—	—	—	—	—	—	—
1888–89	13,661	—	—	12,392	—	—	1,269	—	—	—	—	—
1889–90	14,334	14,036	298	12,723	12,520	203	1,611	1,516	95	77.3	—	—
1890–91	14,541	14,231	310	13,050	12,839	212	1,491	1,392	98	—	—	—
1891–92	14,556	14,215	340	13,256	13,016	240	1,300	1,199	101	—	—	—
1892–93	14,826	14,470	356	13,483	13,229	254	1,343	1,240	102	—	—	—
1893–94	15,314	14,906	408	13,995	13,706	289	1,319	1,200	119	—	—	—
1894–95	15,455	14,987	468	14,244	13,894	350	1,211	1,093	118	—	—	—
1895–96	15,834	15,347	487	14,499	14,118	380	1,335	1,228	107	—	—	—
1896–97	16,140	15,623	517	14,823	14,414	409	1,317	1,209	108	—	—	—
1897–98	16,459	15,904	555	15,104	14,654	450	1,355	1,250	105	—	—	—
1898–99	16,474	15,894	580	15,176	14,700	476	1,298	1,194	104	—	—	—
1899–1900	16,855	16,225	630	15,503	14,984	519	1,352	1,241	111	78.1	—	—
1900–01	17,072	16,422	650	15,703	15,161	542	1,370	1,262	108	79.3	106.6	10.6
1901–02	17,126	16,471	655	15,917	15,367	551	1,209	1,104	105	78.6	105.8	10.5
1902–03	17,205	16,511	694	16,009	15,417	592	1,196	1,094	102	77.9	104.8	11.0
1903–04	17,560	16,821	739	16,256	15,620	636	1,304	1,201	103	78.7	105.8	11.5
1904–05	17,806	17,019	787	16,468	15,789	680	1,338	1,231	107	78.8	106.1	12.0
1905–06	18,056	17,231	824	16,642	15,919	723	1,414	1,312	102	79.0	106.3	12.4
1906–07	18,292	17,444	848	16,891	16,140	751	1,402	1,305	97	79.1	106.6	12.5
1907–08	18,537	17,675	862	17,062	16,292	770	1,475	1,383	92	79.2	107.0	12.5
1908–09	18,917	17,982	935	17,506	16,665	841	1,411	1,317	94	79.9	107.8	13.4
1909–10	19,372	18,340	1,032	17,814	16,899	915	1,558	1,441	117	80.7	108.6	14.5
1910–11	19,636	18,349	1,288	18,035	16,878	1,157	1,601	1,471	131	80.5	107.1	17.8
1911–12	19,830	18,488	1,342	18,183	16,982	1,201	1,647	1,506	141	80.3	106.4	18.3
1912–13	20,348	18,866	1,482	18,609	17,276	1,333	1,739	1,591	148	81.3	106.9	20.1
1913–14	20,935	19,348	1,587	19,154	17,722	1,432	1,781	1,626	155	82.1	107.4	21.2
1914–15	21,474	19,758	1,717	19,704	18,143	1,562	1,770	1,615	155	82.7	107.4	22.7
1915–16	22,172	20,306	1,866	20,352	18,641	1,711	1,820	1,665	155	84.2	108.5	24.5
1916–17 [3]	22,344	20,392	1,952	20,603	18,808	1,795	1,741	1,584	157	83.7	107.1	25.5
1917–18	22,516	20,423	2,093	20,854	18,920	1,934	1,662	1,504	159	83.1	105.4	27.1
1918–19 [3]	22,897	20,643	2,253	21,216	19,149	2,067	1,681	1,495	186	83.2	104.7	28.9
1919–20	23,278	20,863	2,414	21,578	19,378	2,200	1,699	1,486	214	84.4	105.2	31.2
1920–21 [3]	24,049	21,292	2,757	22,409	19,872	2,537	1,640	1,420	220	85.9	105.8	35.0
1921–22	24,820	21,721	3,099	23,239	20,366	2,873	1,581	1,355	226	87.1	106.3	38.4
1922–23 [3]	25,418	22,047	3,371	23,764	20,633	3,131	1,654	1,414	240	87.9	106.7	40.8
1923–24	26,016	22,372	3,644	24,289	20,899	3,390	1,727	1,473	254	88.6	107.0	43.1
1924–25 [3]	26,733	22,807	3,926	24,650	20,999	3,651	2,083	1,808	275	89.7	107.9	45.3
1925–26	27,180	23,127	4,053	24,741	20,984	3,757	2,439	2,143	296	90.0	108.3	45.9
1926–27 [3]	27,495	23,342	4,153	24,961	21,126	3,834	2,535	2,216	318	89.9	107.9	46.4
1927–28	27,810	23,558	4,252	25,180	21,268	3,911	2,631	2,289	341	89.9	107.8	46.8
1928–29 [3]	28,070	23,573	4,497	25,429	21,274	4,155	2,641	2,300	341	89.9	107.2	48.8
1929–30	28,329	23,588	4,741	25,678	21,279	4,399	2,651	2,310	341	90.2	106.6	51.1
1930–31 [3]	28,695	23,553	5,142	25,977	21,207	4,770	2,719	2,346	372	90.7	105.8	54.9
1931–32	29,061	23,518	5,543	26,275	21,135	5,140	2,786	2,383	403	91.8	105.6	59.0
1932–33 [3]	29,112	23,326	5,786	26,355	20,950	5,405	2,757	2,375	382	92.0	104.9	61.5
1933–34	29,163	23,133	6,029	26,434	20,765	5,669	2,729	2,368	360	92.4	104.5	63.8
1934–35 [3]	29,084	22,889	6,196	26,401	20,579	5,822	2,684	2,310	374	92.4	104.2	65.0
1935–36	29,006	22,644	6,362	26,367	20,393	5,975	2,639	2,251	387	92.4	104.2	65.9
1936–37 [3]	28,834	22,316	6,518	26,171	20,070	6,101	2,663	2,246	417	92.4	104.1	66.6
1937–38	28,663	21,989	6,674	25,975	19,748	6,227	2,687	2,241	447	92.6	104.3	67.7
1938–39 [3]	28,354	21,487	6,866	25,704	19,290	6,414	2,649	2,197	452	92.7	104.0	69.3

Table 9.—Enrollment in regular public and private elementary and secondary schools, by grade level: 1869–70 to fall 1992—Continued

[Enrollment in thousands]

Year	All schools			Public schools			Private schools[1]			All public and private schools		
	Total	Kindergarten to grade 8	Grades 9 to 12	Total	Kindergarten to grade 8	Grades 9 to 12	Total	Kindergarten to grade 8	Grades 9 to 12	Ratio of kindergarten to grade 12 enrollment to 5– to 17-year-olds	Ratio of kindergarten to grade 8 enrollment to 5– to 13-year-olds	Ratio of grades 9 to 12 enrollment to 14– to 17-year-olds
1	2	3	4	5	6	7	8	9	10	11	12	13
1939–40	28,045	20,985	7,059	25,434	18,832	6,601	2,611	2,153	458	93.0	103.6	71.3
1940–41[2]	27,910	20,726	7,184	25,296	18,582	6,714	2,614	2,143	470	93.7	103.9	73.0
1941–42	27,179	20,308	6,871	24,562	18,175	6,388	2,617	2,133	483	92.3	103.1	70.5
1942–43[3]	26,709	20,135	6,574	24,155	18,033	6,122	2,554	2,102	452	91.9	103.5	68.4
1943–44	25,758	19,783	5,974	23,267	17,713	5,554	2,491	2,070	421	89.3	102.1	63.0
1944–45[3]	25,884	19,830	6,053	23,226	17,666	5,560	2,658	2,165	493	90.3	102.7	64.7
1945–46	26,124	19,937	6,187	23,300	17,678	5,622	2,825	2,259	565	91.6	102.9	67.7
1946–47[3]	26,598	20,177	6,421	23,659	17,821	5,838	2,939	2,355	584	93.1	102.6	72.0
1947–48	26,998	20,743	6,256	23,945	18,291	5,653	3,054	2,451	602	93.2	103.2	70.5
1948–49[3]	27,694	21,398	6,296	24,477	18,818	5,658	3,217	2,580	637	93.4	102.1	72.3
1949–50	28,492	22,095	6,397	25,111	19,387	5,725	3,380	2,708	672	94.3	102.1	74.5
1950–51[3]	29,301	22,831	6,470	25,706	19,900	5,806	3,595	2,931	664	95.4	102.5	76.6
1951–52	30,372	23,834	6,538	26,563	20,681	5,882	3,809	3,154	656	97.0	104.6	76.7
1952–53[3]	31,581	24,997	6,584	27,507	21,625	5,882	4,074	3,373	702	95.7	103.0	75.5
1953–54	33,175	26,138	7,038	28,836	22,546	6,290	4,339	3,592	747	96.7	102.7	79.4
1954–55[3]	34,569	27,210	7,359	30,045	23,471	6,574	4,524	3,739	785	97.0	102.1	81.8
1955–56	35,872	28,177	7,696	31,163	24,290	6,873	4,709	3,886	823	97.1	101.7	83.5
1956–57	37,303	29,107	8,195	32,334	25,016	7,318	4,968	4,092	877	97.4	101.2	86.0
1957–58	38,756	29,966	8,790	33,529	25,669	7,860	5,227	4,297	931	97.7	101.4	86.6
1958–59	40,290	31,040	9,250	34,839	26,581	8,258	5,451	4,459	993	97.9	101.6	87.2
1959–60	41,762	32,242	9,520	36,087	27,602	8,485	5,675	4,640	1,035	98.0	101.8	86.9
1960–61	43,070	33,191	9,879	37,260	28,439	8,821	5,810	4,752	1,058	97.5	100.4	89.0
1961–62	44,146	33,451	10,694	38,253	28,686	9,566	5,893	4,765	1,128	97.5	100.7	88.8
1962–63	45,798	34,224	11,574	39,746	29,374	10,372	6,052	4,850	1,202	98.2	101.0	90.8
1963–64	47,199	34,825	12,375	41,025	29,915	11,110	6,174	4,910	1,265	98.2	100.7	91.7
1964–65	48,580	35,652	12,928	42,280	30,652	11,628	6,300	5,000	1,300	98.1	101.2	90.6
Fall 1965	48,368	35,366	13,002	42,068	30,466	11,602	6,300	4,900	1,400	96.9	98.9	91.9
Fall 1966	49,242	35,962	13,280	43,042	31,162	11,880	6,200	4,800	1,400	97.2	99.1	92.2
Fall 1967	49,890	36,243	13,647	43,890	31,643	12,247	6,000	4,600	1,400	97.1	98.9	92.7
Fall 1968	50,703	36,581	14,123	44,903	32,181	12,723	5,800	4,400	1,400	97.6	99.4	93.1
Fall 1969	51,050	36,713	14,337	45,550	32,513	13,037	5,500	4,200	1,300	97.5	99.7	92.2
Fall 1970	51,257	36,610	14,647	45,894	32,558	13,336	5,363	4,052	1,311	97.5	99.8	92.0
Fall 1971	51,271	36,218	15,053	46,071	32,318	13,753	5,200	3,900	1,300	97.5	100.0	92.2
Fall 1972	50,726	35,579	15,148	45,726	31,879	13,848	5,000	3,700	1,300	97.0	99.7	91.0
Fall 1973	50,445	35,101	15,344	45,445	31,401	14,044	5,000	3,700	1,300	97.2	100.2	91.0
Fall 1974	50,073	34,671	15,403	45,073	30,971	14,103	5,000	3,700	1,300	97.2	100.6	90.4
Fall 1975	49,819	34,215	15,604	44,819	30,515	14,304	5,000	3,700	1,300	97.6	100.9	91.1
Fall 1976	49,478	33,822	15,656	44,311	29,997	14,314	5,167	3,825	1,342	97.7	100.9	91.5
Fall 1977	48,717	33,172	15,546	43,577	29,375	14,203	5,140	3,797	1,343	97.6	101.0	91.2
Fall 1978	47,637	32,195	15,441	42,551	28,463	14,088	5,086	3,732	1,353	97.1	100.3	91.1
Fall 1979	46,651	31,734	14,916	41,651	28,034	13,616	5,000	3,700	1,300	97.1	101.0	89.8
Fall 1980	46,208	31,639	14,570	40,877	27,647	13,231	5,331	3,992	1,339	97.8	101.7	90.3
Fall 1981	45,544	31,380	14,164	40,044	27,280	12,764	5,500	4,100	1,400	98.3	102.0	90.8
Fall 1982	45,166	31,361	13,805	39,566	27,161	12,405	5,600	4,200	1,400	98.9	102.4	91.8
Fall 1983	44,967	31,296	13,671	39,252	26,981	12,271	5,715	4,315	1,400	99.6	102.9	92.9
Fall 1984	44,908	31,205	13,704	39,208	26,905	12,304	5,700	4,300	1,400	99.9	103.2	93.2
Fall 1985	44,979	31,229	13,750	39,422	27,034	12,388	5,557	4,195	1,362	100.0	103.7	92.5
Fall 1986	45,205	31,536	13,669	39,753	27,420	12,333	5,452	4,116	1,336	100.1	103.9	92.4
Fall 1987	45,486	32,162	13,324	40,007	27,930	12,077	5,479	4,232	1,247	100.4	104.3	92.1
Fall 1988	45,430	32,535	12,896	40,189	28,499	11,690	5,241	4,036	1,206	100.1	103.6	92.2
Fall 1989	45,898	33,314	12,583	40,543	29,152	11,390	5,355	4,162	1,193	101.3	104.6	93.2
Fall 1990	46,450	33,978	12,472	41,224	29,888	11,336	5,226	4,090	1,136	102.5	106.2	93.7
Fall 1991[3]	47,032	34,447	12,585	41,839	30,378	11,461	5,193	4,069	1,124	102.4	106.0	93.8
Fall 1992[3]	47,601	34,855	12,746	42,250	30,663	11,587	5,351	4,192	1,159	—	—	—

[1] For 1958–59 and 1960–61 through 1963–64, numbers were estimated using linear interpolation. Data for most years are at least partially estimated.

[2] Data are for public elementary and secondary schools only.

[3] Estimated.

—Data not available.

NOTE.—Prior to 1965, enrollment data include students who enrolled at any time during the school year. Enrollment ratios based on cumulative enrollment figures tend to be approximately 1 to 2 percentage points higher than counts based on fall enrollment. In later years, data for grades kindergarten through 8 include a relatively small number of prekindergarten students. Data for grades 9 to 12 contain a small number of postgraduate students. Population data for 1870 through 1961 include U.S. population overseas; data for later years are for U.S. resident population only. Population data for 1870 to 1890 are from the decennial census. Data for later years are based on counts of population for July 1 preceding the school year. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States; Statistics of State School Systems; Digest of Education Statistics;* and U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, and unpublished data. (This table was prepared September 1992.)

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990

Year	Total	Kindergarten through grade 8							
		Total	Kindergarten[1]	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	2	3	4	5	6	7	8	9	10
1910–11	18,035,118	16,878,123	326,883	3,889,542	2,449,584	2,300,622	2,201,315	1,870,290	1,522,714
1911–12	18,182,937	16,982,139	348,303	3,875,684	2,445,174	2,295,469	2,212,300	1,879,624	1,546,947
1912–13	18,609,040	17,275,684	369,723	3,922,183	2,468,270	2,316,117	2,248,493	1,910,374	1,589,160
1913–14	19,153,786	17,721,691	391,143	3,986,026	2,495,599	2,374,285	2,287,632	1,975,683	1,663,733
1914–15	19,704,209	18,142,653	409,083	4,043,254	2,535,900	2,411,766	2,340,831	2,021,627	1,720,156
1915–16	20,351,687	18,640,815	434,022	4,114,735	2,585,365	2,476,124	2,403,297	2,075,574	1,784,266
1916–17[3]	20,602,602	18,807,710	433,700	4,224,907	2,600,418	2,503,813	2,425,708	2,104,986	1,814,236
1917–18	20,853,516	18,919,695	433,377	4,323,170	2,607,727	2,524,215	2,440,871	2,128,086	1,838,770
1918–19[3]	21,215,916	19,148,811	457,322	4,321,996	2,622,775	2,510,915	2,498,633	2,140,588	1,864,631
1919–20	21,578,316	19,377,927	481,266	4,320,823	2,637,822	2,497,615	2,556,395	2,153,091	1,890,492
1920–21[3]	22,408,773	19,872,124	505,252	4,248,745	2,743,417	2,606,922	2,558,036	2,221,331	1,974,256
1921–22	23,239,227	20,366,218	529,235	4,176,567	2,849,013	2,716,229	2,559,677	2,289,571	2,058,019
1922–23[3]	23,764,017	20,632,624	569,447	4,180,450	2,831,210	2,755,947	2,634,084	2,365,065	2,089,418
1923–24	24,288,808	20,898,930	609,659	4,184,232	2,813,409	2,795,665	2,708,491	2,440,558	2,120,817
1924–25[3]	24,650,291	20,999,078	599,684	4,048,598	2,799,520	2,730,383	2,696,479	2,514,493	2,186,346
1925–26	24,741,468	20,984,002	673,231	3,976,750	2,819,896	2,729,252	2,662,205	2,473,053	2,234,246
1926–27[3]	24,960,582	21,126,210	684,360	4,073,894	2,818,218	2,695,615	2,647,339	2,454,260	2,238,844
1927–28	25,179,696	21,268,417	695,490	4,171,037	2,816,540	2,661,977	2,632,474	2,435,466	2,243,443
1928–29[3]	25,428,856	21,273,505	709,467	4,160,978	2,809,727	2,697,108	2,615,851	2,408,979	2,249,846
1929–30	25,678,015	21,278,593	723,443	4,150,919	2,802,914	2,732,239	2,599,229	2,382,491	2,256,249
1930–31[3]	25,976,728	21,207,007	712,423	4,040,558	2,789,646	2,697,881	2,594,164	2,422,527	2,267,081
1931–32	26,275,441	21,135,420	701,403	3,930,196	2,776,378	2,663,524	2,589,098	2,462,563	2,277,913
1932–33[3]	26,354,817	20,950,229	649,001	3,826,112	2,704,053	2,637,885	2,581,054	2,448,002	2,282,982
1933–34	26,434,193	20,765,037	601,775	3,716,852	2,631,728	2,612,246	2,573,010	2,433,441	2,288,051
1934–35[3]	26,400,646	20,578,799	604,264	3,623,589	2,594,659	2,568,491	2,535,875	2,433,216	2,303,760
1935–36	26,367,098	20,392,561	606,753	3,530,325	2,557,589	2,524,736	2,498,741	2,432,991	2,319,470
1936–37[3]	26,171,103	20,070,368	606,893	3,423,735	2,522,070	2,484,558	2,450,679	2,387,710	2,286,096
1937–38	25,975,108	19,748,174	607,034	3,317,144	2,486,550	2,444,381	2,402,617	2,342,428	2,252,722
1938–39[3]	25,704,325	19,290,136	600,841	3,167,803	2,409,813	2,387,970	2,362,242	2,295,060	2,214,428
1939–40	25,433,542	18,832,098	594,647	3,018,463	2,333,076	2,331,559	2,321,867	2,247,692	2,176,133
1940–41[3]	25,296,138	18,582,225	613,213	2,991,738	2,285,614	2,263,315	2,270,749	2,211,285	2,155,538
1941–42	24,562,473	18,174,668	625,783	2,930,762	2,215,100	2,175,245	2,196,732	2,166,018	2,124,494
1942–43[3]	24,155,146	18,033,080	664,915	2,919,242	2,228,945	2,179,843	2,148,889	2,101,723	2,071,396
1943–44	23,266,616	17,713,096	697,468	2,878,843	2,220,739	2,162,878	2,079,788	2,016,635	1,997,806
1944–45[3]	23,225,784	17,665,594	733,974	2,881,849	2,265,796	2,173,078	2,083,552	2,007,988	1,950,624
1945–46	23,299,941	17,677,744	772,957	2,894,588	2,318,502	2,190,617	2,094,352	2,006,120	1,910,028
1946–47[3]	23,659,158	17,821,481	872,835	2,896,451	2,319,772	2,204,573	2,119,377	2,012,212	1,907,319
1947–48	23,944,532	18,291,227	988,680	2,951,300	2,363,477	2,258,858	2,183,171	2,055,115	1,939,500
1948–49[3]	24,476,658	18,818,254	1,016,186	3,067,375	2,502,828	2,314,645	2,220,554	2,088,826	1,994,735
1949–50	25,111,427	19,386,806	1,034,203	3,170,343	2,644,707	2,395,904	2,254,028	2,150,678	2,055,741
1950–51[3]	25,706,000	19,900,000	941,138	3,052,806	2,739,176	2,600,440	2,357,752	2,211,306	2,117,360
1951–52	26,562,664	20,680,867	1,272,127	2,957,485	2,670,162	2,717,947	2,559,115	2,320,132	2,165,741
1952–53[3]	27,506,630	21,624,682	1,399,064	3,357,598	2,638,816	2,633,457	2,684,145	2,520,163	2,275,680
1953–54	28,836,052	22,545,807	1,474,007	3,666,466	2,940,285	2,569,243	2,565,345	2,606,983	2,449,174
1954–55[3]	30,045,000	23,471,000	1,415,000	3,518,000	3,391,000	2,896,000	2,535,000	2,523,000	2,584,000

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990—Continued

Year	Kindergarten through grade 8			Grades 9 through 12 and postgraduate						
	Grade 7	Grade 8	Elementary unclassified[2]	Total	Grade 9	Grade 10	Grade 11	Grade 12	Postgraduate	Secondary unclassified[2]
1	11	12	13	14	15	16	17	18	19	20
1910–11	1,257,894	1,059,279	—	1,156,995	495,194	308,918	208,259	144,624	—	—
1911–12	1,280,805	1,097,833	—	1,200,798	500,733	325,416	218,545	156,104	—	—
1912–13	1,318,665	1,132,699	—	1,333,356	546,676	358,673	248,004	180,003	—	—
1913–14	1,369,113	1,178,477	—	1,432,095	584,295	383,801	266,370	197,629	—	—
1914–15	1,418,686	1,241,350	—	1,561,556	638,677	416,935	287,326	218,618	—	—
1915–16	1,474,750	1,292,682	—	1,710,872	692,903	460,225	316,511	241,233	—	—
1916–17[3]	1,481,027	1,218,915	—	1,794,892	743,064	476,406	324,163	251,259	—	—
1917–18	1,482,675	1,140,804	—	1,933,821	816,396	506,974	341,534	268,917	—	—
1918–19[3]	1,537,385	1,194,566	—	2,067,105	866,519	541,462	368,888	290,236	—	—
1919–20	1,592,095	1,248,328	—	2,200,389	916,642	575,950	396,242	311,555	—	—
1920–21[3]	1,668,158	1,346,007	—	2,536,649	1,065,177	678,752	455,842	336,878	—	—
1921–22	1,744,222	1,443,685	—	2,873,009	1,213,713	781,553	515,542	362,201	—	—
1922–23[3]	1,795,314	1,411,689	—	3,131,393	1,271,062	850,766	583,386	426,179	—	—
1923–24	1,846,407	1,379,692	—	3,389,878	1,328,412	919,979	651,329	490,158	—	—
1924–25[3]	1,930,732	1,492,843	—	3,651,213	1,424,304	970,415	715,978	540,516	—	—
1925–26	1,927,265	1,488,104	—	3,757,466	1,425,204	1,004,503	736,254	591,505	—	—
1926–27[3]	1,974,451	1,539,229	—	3,834,372	1,450,564	1,025,030	751,980	606,798	—	—
1927–28	2,021,636	1,590,354	—	3,911,279	1,475,924	1,045,558	767,706	622,091	—	—
1928–29[3]	2,025,686	1,595,863	—	4,155,351	1,551,374	1,118,871	823,616	661,490	—	—
1929–30	2,029,736	1,601,373	—	4,399,422	1,626,823	1,192,185	879,525	700,889	—	—
1930–31[3]	2,041,280	1,641,447	—	4,769,721	1,702,216	1,289,758	973,140	786,337	18,270	—
1931–32	2,052,825	1,681,520	—	5,140,021	1,777,608	1,387,331	1,066,755	871,786	36,541	—
1932–33[3]	2,119,972	1,701,168	—	5,404,588	1,816,317	1,463,793	1,137,967	938,580	47,931	—
1933–34	2,187,119	1,720,815	—	5,669,156	1,855,026	1,540,254	1,209,180	1,005,375	59,321	—
1934–35[3]	2,184,553	1,730,392	—	5,821,847	1,912,549	1,580,058	1,229,295	1,034,922	65,023	—
1935–36	2,181,987	1,739,969	—	5,974,537	1,970,072	1,619,862	1,249,409	1,064,469	70,725	—
1936–37[3]	2,177,580	1,731,047	—	6,100,735	1,974,726	1,644,571	1,314,404	1,107,487	59,547	—
1937–38	2,173,173	1,722,125	—	6,226,934	1,979,379	1,669,281	1,379,398	1,150,506	48,370	—
1938–39[3]	2,140,420	1,711,559	—	6,414,189	1,995,360	1,718,297	1,432,500	1,216,121	51,911	—
1939–40	2,107,667	1,700,994	—	6,601,444	2,011,341	1,767,312	1,485,603	1,281,735	55,453	—
1940–41[3]	2,049,791	1,690,982	—	6,713,913	2,034,316	1,792,615	1,517,344	1,322,641	46,997	—
1941–42	2,060,752	1,679,782	—	6,387,805	1,927,040	1,705,746	1,450,788	1,273,141	31,090	—
1942–43[3]	2,022,880	1,695,247	—	6,122,066	1,897,750	1,653,586	1,374,470	1,170,319	25,941	—
1943–44	1,964,997	1,693,942	—	5,553,520	1,774,593	1,519,638	1,230,168	1,009,611	19,510	—
1944–45[3]	1,897,743	1,670,990	—	5,560,190	1,742,873	1,529,857	1,236,883	1,015,959	34,618	—
1945–46	1,836,897	1,653,683	—	5,622,197	1,728,499	1,555,302	1,255,907	1,032,420	50,069	—
1946–47[3]	1,850,394	1,638,548	—	5,837,677	1,761,020	1,583,245	1,308,592	1,119,968	64,852	—
1947–48	1,897,740	1,653,386	—	5,653,305	1,672,920	1,502,743	1,271,645	1,130,805	75,192	—
1948–49[3]	1,919,462	1,693,643	—	5,658,404	1,708,838	1,499,477	1,267,483	1,126,022	56,584	—
1949–50	1,947,227	1,733,975	—	5,724,621	1,760,740	1,513,086	1,275,295	1,133,673	41,827	—
1950–51[3]	1,995,238	1,884,784	—	5,806,000	1,780,738	1,547,895	1,313,207	1,127,527	36,633	—
1951–52	2,082,533	1,935,625	—	5,881,797	1,819,732	1,582,142	1,337,930	1,110,638	31,355	—
1952–53[3]	2,143,106	1,972,653	—	5,881,948	1,861,411	1,579,177	1,306,615	1,107,884	26,861	—
1953–54	2,242,116	2,032,188	—	6,290,245	1,944,357	1,716,758	1,411,722	1,190,138	27,270	—
1954–55[3]	2,432,000	2,177,000	—	6,574,000	2,028,000	1,765,000	1,520,000	1,246,000	15,000	—

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990—Continued

Year	Total	Kindergarten through grade 8							
		Total	Kindergarten [1]	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1	2	3	4	5	6	7	8	9	10
1955–56	31,162,843	24,290,257	1,564,396	3,494,997	3,242,407	3,290,740	2,847,741	2,481,210	2,470,310
1956–57	32,334,333	25,015,873	1,675,373	3,491,387	3,240,771	3,183,406	3,237,852	2,808,290	2,442,701
1957–58	33,528,591	25,668,820	1,771,753	3,586,683	3,213,900	3,175,704	3,127,702	3,180,952	2,758,859
1958–59	34,838,641	26,580,774	1,834,014	3,678,772	3,345,722	3,179,087	3,141,825	3,099,426	3,135,641
1959–60	36,086,771	27,601,902	1,922,712	3,732,924	3,436,173	3,302,366	3,146,168	3,117,885	3,069,692
1960–61 [3]	37,260,000	28,439,000	2,000,000	3,822,000	3,502,000	3,405,000	3,278,000	3,131,000	3,095,000
1961–62	38,252,673	28,686,420	2,064,852	3,857,075	3,567,852	3,428,206	3,342,980	3,218,277	3,064,577
1962–63 [3]	39,746,000	29,374,000	2,162,000	3,928,000	3,630,000	3,518,000	3,391,000	3,332,000	3,190,000
1963–64 [3]	41,025,000	29,915,000	2,177,000	4,023,000	3,705,000	3,560,000	3,467,000	3,366,000	3,299,000
1964–65 [3]	42,280,000	30,652,000	2,250,000	4,014,000	3,800,000	3,662,000	3,523,000	3,465,000	3,362,000
Fall 1965	42,068,117	30,465,838	2,259,978	3,914,890	3,644,283	3,595,485	3,475,718	3,376,965	3,311,608
Fall 1966	43,042,127	31,162,189	2,370,462	3,954,328	3,696,457	3,615,340	3,580,280	3,462,525	3,369,162
Fall 1967	43,889,800	31,643,017	2,420,163	3,979,641	3,722,925	3,658,900	3,579,595	3,562,040	3,449,982
Fall 1968	44,903,166	32,180,510	2,510,856	3,926,204	3,758,260	3,692,353	3,628,751	3,572,609	3,555,465
Fall 1969	45,550,284	32,513,403	2,544,675	3,868,874	3,715,875	3,720,273	3,660,367	3,621,198	3,568,291
Fall 1970	45,893,960	32,558,308	2,563,579	3,816,598	3,654,267	3,662,935	3,675,187	3,635,354	3,597,730
Fall 1971	46,071,327	32,318,229	2,483,175	3,569,907	3,586,811	3,611,940	3,623,135	3,662,163	3,622,049
Fall 1972	45,726,408	31,878,600	2,503,475	3,351,551	3,381,182	3,532,508	3,553,633	3,596,637	3,638,617
Fall 1973	45,444,787	31,400,809	2,654,770	3,239,246	3,191,806	3,335,705	3,505,015	3,538,470	3,592,162
Fall 1974	45,073,441	30,970,723	2,800,625	3,198,255	3,106,126	3,169,434	3,344,721	3,510,207	3,558,679
Fall 1975	44,819,327	30,515,131	2,971,538	3,238,299	3,027,189	3,038,127	3,112,233	3,281,102	3,476,322
Fall 1976	44,310,966	29,996,835	2,918,189	3,332,225	3,086,214	2,986,432	3,024,788	3,116,272	3,298,200
Fall 1977	43,577,373	29,374,503	2,741,820	3,294,755	3,199,609	3,059,474	2,979,007	3,018,803	3,111,480
Fall 1978	42,550,893	28,463,348	2,652,467	3,062,180	3,148,000	3,158,000	3,046,000	2,980,000	3,036,000
Fall 1979	41,650,712	28,034,345	2,674,708	2,936,788	2,908,724	3,119,639	3,147,912	3,054,764	2,999,408
Fall 1980	40,877,481	27,646,536	2,689,243	2,894,473	2,799,593	2,893,007	3,107,126	3,129,864	3,037,601
Fall 1981	40,044,093	27,280,220	2,687,151	2,950,609	2,782,406	2,806,394	2,917,954	3,126,877	3,180,311
Fall 1982	39,565,610	27,160,518	2,845,402	2,937,054	2,790,497	2,763,006	2,797,859	2,911,721	3,141,580
Fall 1983	39,252,308	26,980,962	2,858,783	3,079,916	2,781,355	2,772,025	2,758,011	2,797,905	2,928,288
Fall 1984	39,208,252	26,904,517	3,009,630	3,112,800	2,904,385	2,764,966	2,771,972	2,760,549	2,830,629
Fall 1985	39,421,961	27,034,244	3,192,406	3,238,855	2,940,995	2,894,524	2,771,015	2,776,402	2,788,817
Fall 1986	39,753,172	27,420,063	3,309,782	3,357,949	3,054,039	2,933,018	2,895,932	2,774,856	2,805,770
Fall 1987	40,007,022	27,930,296	3,387,202	3,407,072	3,172,777	3,046,374	2,937,636	2,900,558	2,811,047
Fall 1988	40,188,690	28,499,136	3,433,124	3,460,049	3,223,428	3,167,036	3,050,506	2,945,065	2,936,696
Fall 1989	40,542,707	29,152,224	3,486,358	3,484,789	3,289,081	3,234,961	3,182,098	3,066,633	2,987,333
Fall 1990	41,223,804	29,887,650	3,611,561	3,499,091	3,328,109	3,298,633	3,249,437	3,197,495	3,111,713

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990—Continued

Year	Kindergarten through grade 8			Grades 9 through 12 and postgraduate						
	Grade 7	Grade 8	Elementary unclassified[2]	Total	Grade 9	Grade 10	Grade 11	Grade 12	Post-graduate	Secondary unclassified[2]
1	11	12	13	14	15	16	17	18	19	20
1955–56	2,541,719	2,356,737	—	6,872,586	2,142,573	1,848,570	1,542,646	1,325,726	13,071	—
1956–57	2,475,610	2,460,483	—	7,318,460	2,367,969	1,973,829	1,614,593	1,349,315	12,754	—
1957–58	2,457,872	2,395,395	—	7,859,771	2,479,588	2,193,739	1,736,180	1,431,302	18,962	—
1958–59	2,785,211	2,381,076	—	8,257,867	2,412,495	2,317,913	1,954,578	1,537,872	35,009	—
1959–60	3,172,798	2,701,184	—	8,484,869	2,412,413	2,258,010	2,063,322	1,747,311	3,813	—
1960–61[3]	3,123,000	3,083,000	—	8,821,000	2,750,000	2,252,000	1,997,000	1,820,000	2,000	—
1961–62	3,121,946	3,020,655	—	9,566,253	3,155,544	2,594,694	2,017,988	1,790,759	7,268	—
1962–63[3]	3,140,000	3,083,000	—	10,372,000	3,172,000	2,981,000	2,348,000	1,866,000	5,000	—
1963–64[3]	3,241,000	3,077,000	—	11,110,000	3,190,000	3,006,000	2,747,000	2,160,000	6,000	—
1964–65[3]	3,363,000	3,212,000	—	11,628,000	3,198,000	3,085,000	2,778,000	3,560,000	7,000	—
Fall 1965	3,296,830	3,185,613	404,468	11,602,279	3,215,090	2,993,191	2,740,889	2,477,142	6,563	169,404
Fall 1966	3,408,884	3,271,929	432,822	11,879,938	3,318,359	3,110,920	2,755,522	2,507,943	8,117	179,077
Fall 1967	3,454,124	3,356,821	458,826	12,246,783	3,395,030	3,221,364	2,879,107	2,525,408	16,266	209,608
Fall 1968	3,552,276	3,423,191	560,545	12,722,656	3,508,374	3,310,258	2,986,249	2,650,172	16,701	250,902
Fall 1969	3,666,623	3,519,625	627,602	13,036,881	3,567,783	3,404,835	3,047,342	2,731,777	20,680	264,464
Fall 1970	3,661,771	3,601,368	689,519	13,335,652	3,653,691	3,458,001	3,127,721	2,775,013	28,002	293,224
Fall 1971	3,710,030	3,635,020	813,999	13,753,098	3,781,001	3,571,024	3,200,171	2,863,832	9,037	328,033
Fall 1972	3,713,030	3,648,987	958,980	13,847,808	3,779,014	3,648,083	3,248,310	2,873,311	9,527	289,563
Fall 1973	3,741,103	3,675,682	926,850	14,043,978	3,800,743	3,650,445	3,323,148	2,917,920	3,695	348,027
Fall 1974	3,711,508	3,708,183	862,985	14,102,718	3,832,324	3,675,111	3,302,021	2,954,753	12,524	325,985
Fall 1975	3,618,952	3,635,697	1,115,672	14,304,196	3,878,760	3,723,241	3,353,888	2,986,296	22,598	339,413
Fall 1976	3,572,142	3,578,411	1,083,962	14,314,131	3,825,463	3,738,005	3,372,577	3,015,123	23,222	339,741
Fall 1977	3,384,593	3,533,583	1,051,379	14,202,870	3,779,103	3,686,352	3,387,650	3,026,115	12,732	310,918
Fall 1978	3,228,000	3,355,000	797,701	14,087,545	3,726,000	3,610,217	3,312,222	3,023,181	—	415,925
Fall 1979	3,127,695	3,170,749	893,958	13,616,367	3,526,450	3,531,995	3,240,825	2,968,747	—	348,350
Fall 1980	3,085,185	3,086,215	924,229	13,230,945	3,376,921	3,367,839	3,194,840	2,925,093	—	366,252
Fall 1981	3,182,613	3,058,995	586,910	12,763,873	3,286,288	3,217,564	3,038,979	2,907,276	—	313,766
Fall 1982	3,287,557	3,123,326	562,516	12,405,092	3,248,270	3,137,434	2,916,632	2,787,292	—	315,464
Fall 1983	3,247,425	3,222,136	535,118	12,271,346	3,330,074	3,102,912	2,860,892	2,678,093	—	299,375
Fall 1984	3,035,837	3,186,075	527,674	12,303,735	3,440,090	3,145,206	2,819,417	2,599,348	—	299,674
Fall 1985	2,938,307	2,981,883	511,040	12,387,717	3,438,951	3,230,130	2,866,025	2,549,614	—	302,997
Fall 1986	2,899,352	2,869,754	519,611	12,333,109	3,256,407	3,214,941	2,953,561	2,600,516	—	307,684
Fall 1987	2,910,432	2,838,513	518,685	12,076,726	3,143,179	3,020,018	2,935,626	2,680,825	—	297,078
Fall 1988	2,905,036	2,853,007	525,189	11,689,554	3,106,280	2,894,602	2,748,750	2,649,674	—	290,248
Fall 1989	3,027,491	2,853,464	540,016	11,390,483	3,141,456	2,867,522	2,629,483	2,473,278	—	278,744
Fall 1990	3,067,077	2,980,984	543,550	11,336,154	3,169,211	2,896,670	2,612,157	2,380,470	—	277,646

[1] In later years, data contain a relatively small number of prekindergarten students.
[2] Prior to fall 1965, enrollment in ungraded and special classes was prorated among the regular grades.
[3] Estimated.
—Data not available.

NOTE.—Prior to 1965 enrollment data include students who enrolled at any time during the school year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States; Statistics of State School Systems; and Digest of Education Statistics*. (This table was prepared September 1992.)

Table 11.—Enrollment in regular public elementary and secondary schools, by state: 1870–71 to fall 1990

State	Students enrolled at any time during the school year										Fall enrollment			
	Estimated 1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969	1979	1989	1990
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States[1]	**7,561,582**	**9,867,505**	**12,722,581**	**15,503,110**	**17,813,852**	**21,578,316**	**25,678,015**	**25,433,542**	**25,111,427**	**36,086,771**	**45,550,284**	**41,650,712**	**40,542,707**	**41,223,804**
Alabama	141,312	179,400	301,615	376,423	424,611	569,940	622,988	686,767	680,066	787,269	826,237	754,181	723,743	721,806
Alaska[1]	—	—	—	—	—	3,360	3,436	6,312	13,910	44,450	76,828	88,573	109,280	113,874
Arizona	—	4,212	7,989	16,504	31,312	76,505	103,806	110,205	139,244	302,672	418,069	509,252	607,615	639,853
Arkansas	69,927	81,972	223,071	314,662	395,978	483,172	456,185	465,339	407,084	424,206	460,115	453,125	434,960	436,286
California	91,332	158,765	221,756	269,736	368,391	696,238	1,068,683	1,189,106	1,757,424	[2]3,199,455	4,597,700	4,119,511	4,771,978	4,950,474
Colorado	4,357	22,119	65,490	117,555	168,798	220,232	240,482	221,409	229,196	393,690	538,175	550,527	562,755	574,213
Connecticut	113,588	119,694	126,505	155,228	190,353	261,463	319,453	281,032	273,015	476,828	646,393	566,634	461,560	469,123
Delaware	20,058	27,823	31,434	36,895	35,950	38,483	42,360	44,046	46,055	[3]80,874	130,471	104,035	97,808	99,658
District of Columbia	15,157	26,439	36,906	46,519	55,774	65,298	80,965	96,170	96,323	122,486	149,054	106,156	81,301	80,694
Florida	14,000	39,315	92,472	108,874	148,089	225,160	346,434	369,214	449,836	993,496	1,408,095	1,508,337	1,789,925	1,861,592
Georgia	49,578	236,533	381,297	482,673	555,794	690,918	713,290	737,979	718,037	949,099	1,112,416	1,078,462	1,126,535	1,151,687
Hawaii[1]	—	—	—	—	—	41,350	71,657	91,821	89,820	[2]139,429	178,448	168,660	169,493	171,708
Idaho	906	5,834	14,311	36,669	76,168	115,192	120,947	120,987	122,259	162,839	179,873	202,758	214,932	220,840
Illinois	672,787	704,041	778,319	958,911	1,002,687	1,127,560	1,395,907	1,248,827	1,153,683	1,787,869	2,324,516	2,043,239	1,797,355	1,821,407
Indiana	450,057	511,283	512,955	564,807	531,459	566,288	667,379	671,364	689,808	989,259	1,223,747	1,083,826	954,165	954,581
Iowa	341,938	426,057	493,267	566,223	510,661	514,521	554,655	503,481	477,720	598,103	660,389	548,317	478,486	483,652
Kansas	89,777	231,434	399,322	389,582	398,746	406,880	431,166	376,349	347,626	478,630	518,867	422,924	430,864	437,034
Kentucky	178,457	[4]276,000	399,660	500,294	494,863	535,332	588,354	604,064	562,883	631,412	703,720	677,123	630,688	636,401
Louisiana	57,639	77,642	120,253	196,169	263,617	354,079	434,557	473,020	483,363	693,202	853,766	800,435	783,025	784,757
Maine	152,600	149,827	139,676	130,918	144,278	137,681	154,455	163,640	158,247	195,325	240,169	227,823	213,775	215,149
Maryland	115,683	162,431	184,251	222,373	238,393	241,618	277,459	287,225	335,018	596,375	891,981	777,725	698,806	715,176
Massachusetts	273,661	306,777	371,492	474,891	535,869	623,586	759,492	700,305	632,285	[2]860,667	1,147,561	1,035,724	825,588	834,314
Michigan	292,466	362,556	427,032	504,985	541,501	691,674	970,582	970,188	1,069,435	[2]1,625,247	2,138,979	1,860,498	1,576,785	1,581,925
Minnesota	113,983	180,248	280,960	399,207	440,083	503,597	551,741	512,224	481,612	681,938	913,915	778,056	739,553	756,374
Mississippi	117,000	236,654	334,158	386,507	469,137	[4]412,670	595,449	594,799	527,440	566,421	575,284	482,039	502,020	502,417
Missouri	330,070	482,986	620,314	719,817	707,031	672,483	656,073	700,640	644,457	820,724	1,077,288	872,933	807,934	812,234
Montana	1,657	4,270	16,980	39,430	66,141	126,576	120,337	107,302	105,917	144,998	174,784	158,208	151,265	152,974
Nebraska	23,265	92,549	240,300	288,227	[4]281,375	311,821	325,216	276,188	227,879	282,721	330,990	287,288	270,920	274,081
Nevada	3,106	9,045	7,387	6,676	[4]10,200	14,114	18,041	20,746	25,144	66,415	123,663	147,734	186,834	201,316
New Hampshire	71,957	64,341	59,813	65,688	63,972	64,205	74,240	75,697	71,733	105,827	152,188	170,546	171,696	172,785
New Jersey	169,430	204,961	234,072	322,575	429,797	594,780	792,012	716,527	674,915	1,051,079	1,454,378	1,287,809	1,076,005	1,089,646
New Mexico	1,320	4,755	18,215	36,735	56,304	81,399	102,084	132,589	148,978	231,004	276,286	275,572	296,057	301,881
New York	1,028,110	1,031,593	1,042,160	1,209,574	1,422,969	1,719,841	2,141,479	2,227,870	1,998,129	2,828,853	3,442,809	2,969,216	2,565,841	2,598,337
North Carolina	115,000	252,612	322,533	400,452	520,404	691,249	866,939	886,484	884,733	1,105,412	1,185,592	1,150,053	1,080,744	1,086,871
North Dakota	1,660	13,718	35,543	77,686	139,802	168,283	169,277	140,126	114,661	136,766	147,782	117,688	117,816	117,825
Ohio	719,372	729,499	797,439	829,160	838,080	1,020,663	1,277,636	1,213,978	1,202,967	1,905,995	2,423,831	2,025,256	1,764,410	1,771,516
Oklahoma	—	—	—	99,602	422,399	589,282	682,650	611,818	441,263	533,928	612,374	583,458	578,580	579,087
Oregon	21,000	37,533	63,254	89,405	118,412	151,028	202,595	188,876	255,032	388,772	478,923	467,128	472,394	484,652
Pennsylvania	834,614	937,310	1,020,522	1,151,880	1,282,965	1,610,459	1,937,433	1,851,780	1,550,286	1,927,832	2,346,002	1,968,801	1,655,279	1,667,834
Rhode Island	34,000	40,604	52,774	67,231	80,061	93,501	118,704	114,161	96,305	133,317	180,285	154,699	135,729	138,813
South Carolina	66,056	134,072	201,260	281,891	340,415	478,045	469,370	481,750	494,185	610,099	648,182	624,795	616,177	622,112
South Dakota	([5])	([5])	78,043	98,822	126,253	146,955	165,624	136,447	117,675	153,596	166,693	133,840	127,329	129,164
Tennessee	140,000	300,217	447,950	485,354	521,753	619,852	627,747	648,131	659,785	810,300	891,414	866,117	819,660	824,595
Texas	63,504	[4]220,000	466,872	659,598	821,631	1,035,648	1,308,028	1,328,822	1,354,167	2,068,158	2,754,600	2,872,719	3,328,514	3,382,887
Utah	16,992	24,326	37,279	73,042	91,611	117,406	138,046	136,519	153,648	235,934	302,394	333,049	438,554	447,891

Table 11.—Enrollment in regular public elementary and secondary schools, by state: 1870–71 to fall 1990—Continued

State	Students enrolled at any time during the school year										Fall enrollment			
	Estimated 1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969	1979	1989	1990
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Vermont	65,384	75,328	65,608	65,964	66,615	61,785	65,976	64,911	61,143	[2] 72,822	99,957	98,338	94,779	95,762
Virginia	131,088	220,736	342,269	370,595	402,109	505,190	562,956	568,131	597,867	841,574	1,076,749	1,031,403	985,346	998,601
Washington	5,000	14,780	55,964	115,104	215,688	291,053	344,731	331,409	400,867	[2] 609,035	820,482	764,879	810,232	839,709
West Virginia	76,999	142,850	193,064	232,343	276,458	346,256	395,505	452,821	438,498	460,429	401,366	387,966	327,540	322,389
Wisconsin	265,285	299,457	351,723	445,142	464,311	465,243	564,022	535,880	493,949	[2] 698,509	980,064	857,855	782,905	797,621
Wyoming	450	2,907	7,052	14,512	24,584	43,112	54,505	56,199	59,585	81,431	86,440	95,422	97,172	98,226

[1] National totals include data for Alaska and Hawaii beginning in 1959–60.
[2] Includes only students enrolled on a specific date.
[3] Includes an estimate for kindergarten.
[4] Estimated.
[5] Included in North Dakota.
—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States; Statistics of State School Systems; Statistics of Public Elementary and Secondary Day Schools; Digest of Education Statistics;* and *Historical Trends: State Education Facts, 1969 to 1989.* (This table was prepared September 1992.)

Table 12.—Children served in special education programs, by type of disability: 1921–22 to 1989–90

[In thousands]

Year	Total	Percent of public school enrollment	Learning disabled	Speech impaired	Mentally retarded	Seriously emotionally disturbed	Hard-of-hearing and deaf	Orthopedically handicapped	Other health impaired	Visually handicapped	Multihandicapped	Deaf-blind	Preschool handicapped	Other handicapped
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1921–22	—	—	—	—	23	—	4	—	—	—	—	—	—	—
1926–27	—	—	—	—	52	—	4	—	—	4	—	—	—	—
1929–30	—	—	—	—	—	10	—	[1] 32	—	—	—	—	—	—
1931–32	161	0.6	—	23	75	14	4	[1] 40	—	5	—	—	—	—
1935–36	294	1.1	—	117	100	13	9	[1] 48	—	7	—	—	—	—
1939–40	310	1.2	—	126	98	10	13	[1] 53	—	9	—	—	—	—
1947–48	356	1.5	—	182	87	15	14	[1] 50	—	8	—	—	—	—
1952–53	475	1.7	—	307	114	—	16	[1] 29	—	9	—	—	—	—
1957–58	838	2.5	—	490	223	29	20	[1] 52	—	12	—	—	—	12
1962–63	1,469	3.7	—	802	432	80	46	[1] 65	—	22	—	—	—	22
1965–66	1,794	4.3	—	990	540	88	51	[1] 69	—	23	—	—	—	33
1969–70	2,677	5.9	—	1,237	830	113	78	[1] 269	—	24	—	—	—	126
1976–77	3,692	8.3	796	1,302	959	283	87	87	141	38	—	—	([2])	—
1977–78	3,751	8.6	964	1,223	933	288	85	87	135	35	—	—	([2])	—
1978–79	3,889	9.1	1,130	1,214	901	300	85	70	105	32	50	2	([2])	—
1979–80	4,005	9.6	1,276	1,186	869	329	80	66	106	31	60	2	([2])	—
1980–81	4,142	10.1	1,462	1,168	829	346	79	58	98	31	68	3	([2])	—
1981–82	4,198	10.5	1,622	1,135	786	339	75	58	79	29	71	2	([2])	—
1982–83	4,255	10.8	1,741	1,131	757	352	73	57	50	28	63	2	([2])	—
1983–84	4,298	10.9	1,806	1,128	727	361	72	56	53	29	65	2	([2])	—
1984–85	4,315	11.0	1,832	1,126	694	372	69	56	68	28	69	2	([2])	—
1985–86	4,317	11.0	1,862	1,125	660	375	66	57	57	27	86	2	([2])	—
1986–87	4,374	11.0	1,914	1,136	643	383	65	57	52	26	97	2	([2])	—
1987–88	4,447	11.1	1,928	953	582	373	56	47	45	22	77	1	363	—
1988–89	4,544	11.3	1,987	967	564	376	56	47	43	23	85	2	394	—
1989–90	4,641	11.4	2,050	973	548	381	57	48	52	22	86	2	422	—

[1] Includes special health problems.

[2] Prior to 1987–88, these students were included in the counts by handicapping condition. Beginning in 1987–88, states are no longer required to report preschool handicapped students (0 to 5 years) by handicapping condition.

—Data not available.

NOTE.—Data for years 1957–58 to 1969–70 are as of February. Data for other years are for the school year. Data for 1976–77 and later years are for children participating in federal programs. Increases since 1987–88 are due in part to new legislation enacted fall 1986, which mandates public school special education services for all handicapped children ages 3 through 5.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States; Digest of Education Statistics;* Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Education of the Handicapped Act;* and unpublished tabulations. (This table was prepared September 1992.)

Table 13.—Public school pupils transported at public expense and current expenditures for transportation: 1929–30 to 1989–90

School year	Average daily attendance, all students	Pupils transported at public expense		Expenditures for transportation (in current dollars)		Expenditures for transportation (in constant 1989–90 dollars)	
		Number	Percent of total	Total [1] (In thousands)	Average per pupil transported	Total [1] (In thousands)	Average per pupil transported
1	2	3	4	5	6	7	8
1929–30	21,265,000	1,902,826	8.9	$54,823	$29	$406,681	$214
1931–32	22,245,000	2,419,173	10.9	58,078	24	511,511	211
1933–34	22,458,000	2,794,724	12.4	53,908	19	516,913	185
1935–36	22,299,000	3,250,658	14.6	62,653	19	578,909	178
1937–38	22,298,000	3,769,242	16.9	75,637	20	670,437	178
1939–40	22,042,000	4,144,161	18.8	83,283	20	756,698	183
1941–42	21,031,000	4,503,081	21.4	92,922	21	756,720	168
1943–44	19,603,000	4,512,412	23.0	107,754	24	785,197	174
1945–46	19,849,000	5,056,966	25.5	129,756	26	903,178	179
1947–48	20,910,000	5,854,041	28.0	176,265	30	960,569	164
1949–50	22,284,000	6,947,384	31.2	214,504	31	1,150,050	166
1951–52	23,257,000	7,697,130	33.1	268,827	35	1,298,722	169
1953–54	25,643,871	8,411,719	32.8	307,437	37	1,451,614	173
1955–56	27,740,149	9,695,819	35.0	353,972	37	1,671,897	172
1957–58	29,722,275	10,861,689	36.5	416,491	38	1,851,808	170
1959–60	32,477,440	12,225,142	37.6	486,338	40	2,101,650	172
1961–62	34,682,340	13,222,667	38.1	576,361	44	2,434,741	184
1963–64	37,405,058	14,475,778	38.7	673,845	47	2,774,187	192
1965–66	39,154,497	15,536,567	39.7	787,358	51	3,133,220	202
1967–68	40,827,965	17,130,873	42.0	981,006	57	3,662,763	214
1969–70	41,934,376	18,198,577	43.4	1,218,557	67	4,095,997	225
1971–72	42,254,272	19,474,355	46.1	1,507,830	77	4,652,654	239
1973–74	41,438,054	21,347,039	51.5	1,858,141	87	5,060,321	237
1975–76	41,269,720	21,772,483	52.8	2,377,313	109	5,443,026	250
1977–78	40,079,590	[2] 21,800,000	54.4	2,731,041	125	5,536,601	254
1979–80	38,288,911	21,713,515	56.7	3,833,145	177	6,269,416	289
1980–81	37,703,744	[2] 22,272,000	59.1	[2] 4,408,000	198	[2] 6,461,000	290
1981–82	37,094,652	[2] 22,246,000	60.0	[2] 4,793,000	215	[2] 6,467,000	291
1982–83	36,635,868	[2] 22,199,000	60.6	[2] 5,000,000	225	[2] 6,468,000	291
1983–84	36,362,978	[2] 22,031,000	60.6	[2] 5,284,000	240	[2] 6,592,000	299
1984–85	36,404,261	[2] 22,320,000	61.3	[2] 5,722,000	256	[2] 6,869,000	308
1985–86	36,523,103	[2] 22,041,000	60.3	[2] 6,123,000	278	[2] 7,145,000	324
1986–87	36,863,867	[2] 22,397,000	60.8	[2] 6,551,000	292	[2] 7,478,000	334
1987–88	37,050,707	[2] 22,158,000	59.8	[2] 6,888,000	311	[2] 7,550,000	341
1988–89	37,268,072	[2] 22,635,000	60.7	[2] 7,550,000	334	[2] 7,910,000	349
1989–90	37,778,512	[2] 22,459,000	59.4	[2] 8,304,000	370	[2] 8,304,000	370

[1] Excludes capital outlay for years through 1979–80. Beginning in 1980–81, total transportation figures include capital outlay.

[2] Estimate based on data appearing in January issues of *School Bus Fleet*.

NOTE.—Constant dollars are adjusted for inflation using the Consumer Price Index computed on a school year basis. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems; Revenues and Expenditures for Public Elementary and Secondary Education*, and unpublished data; and Bobbit Publishing Co., *School Bus Fleet*, January issues. (This table was prepared October 1992.)

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869–70 to 1990–91

School year	School attendance			Instructional staff										
	Average daily attendance, in thousands	Average length of school term (days)	Average number of days attended per pupil enrolled	Total, in thousands	Principals, in thousands	Other supervisory staff, in thousands	Classroom teachers, in thousands [1]				Average annual salary of instructional staff [2]		Average annual salary of teachers [3]	
							Total	Male	Female	Pupil-teacher ratio	In current dollars	In constant 1990–91 dollars	In current dollars	In constant 1990–91 dollars
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1869–70	4,077	132.2	78.4	—	—	—	201	78	123	34.3	$189	—	—	—
1870–71	4,545	132.1	79.4	—	—	—	220	90	130	34.4	—	—	—	—
1871–72	4,659	133.4	79.5	—	—	—	230	95	135	34.0	—	—	—	—
1872–73	4,745	129.1	76.5	—	—	—	238	98	140	33.6	—	—	—	—
1873–74	5,051	128.8	77.0	—	—	—	248	103	145	34.0	—	—	—	—
1874–75	5,248	134.4	77.9	—	—	—	258	109	149	34.1	—	—	—	—
1875–76	5,291	133.1	79.4	—	—	—	260	110	150	34.1	—	—	—	—
1876–77	5,427	132.1	80.0	—	—	—	267	114	153	33.6	—	—	—	—
1877–78	5,783	132.0	80.9	—	—	—	277	119	158	34.1	—	—	—	—
1878–79	5,876	130.2	80.5	—	—	—	280	121	159	33.9	—	—	—	—
1879–80	6,144	130.3	81.1	—	—	—	287	123	164	34.4	195	—	—	—
1880–81	6,146	130.0	80.0	—	—	—	294	123	171	34.0	—	—	—	—
1881–82	6,331	131.2	81.3	—	—	—	299	119	180	34.2	—	—	—	—
1882–83	6,652	129.8	81.1	—	—	—	304	116	188	35.0	—	—	—	—
1883–84	7,056	129.1	82.9	—	—	—	314	119	195	35.0	—	—	—	—
1884–85	7,298	130.7	83.6	—	—	—	326	122	204	35.0	224	—	—	—
1885–86	7,526	130.4	84.1	—	—	—	331	124	208	35.2	—	—	—	—
1886–87	7,682	131.3	84.9	—	—	—	339	127	212	35.1	—	—	—	—
1887–88	7,907	132.3	85.9	—	—	—	347	126	221	35.1	—	—	—	—
1888–89	8,006	133.7	86.4	—	—	—	357	124	232	34.7	—	—	—	—
1889–90	8,154	134.7	86.3	—	—	—	364	126	238	35.0	252	—	—	—
1890–91	8,329	135.7	86.6	—	—	—	368	123	245	35.5	—	—	—	—
1891–92	8,561	136.9	88.4	—	—	—	374	122	253	35.4	—	—	—	—
1892–93	8,856	136.3	89.6	—	—	—	383	122	261	35.2	—	—	—	—
1893–94	9,188	139.5	91.6	—	—	—	389	125	264	36.0	—	—	—	—
1894–95	9,549	139.5	93.5	—	—	—	398	130	268	35.8	286	—	—	—
1895–96	9,781	140.5	94.8	—	—	—	400	130	270	36.2	—	—	—	—
1896–97	10,053	142.0	96.3	—	—	—	405	131	274	36.6	—	—	—	—
1897–98	10,356	143.0	98.0	—	—	—	411	132	279	36.7	—	—	—	—
1898–99	10,389	143.0	97.9	—	—	—	414	131	283	36.7	—	—	—	—
1899–1900	10,633	144.3	99.0	—	—	—	423	127	296	36.6	325	—	—	—
1900–01	10,716	143.7	98.0	—	—	—	432	126	306	36.3	—	—	—	—
1901–02	11,064	144.7	100.6	—	—	—	442	121	321	36.0	—	—	—	—
1903–03	11,055	147.2	101.7	—	—	—	449	117	332	35.7	—	—	—	—
1903–04	11,318	146.7	102.1	—	—	—	455	114	341	35.7	—	—	—	—
1904–05	11,482	150.9	105.2	—	—	—	460	111	350	35.8	386	—	—	—
1905–06	11,712	150.6	106.0	—	—	—	466	109	357	35.7	—	—	—	—
1906–07	11,926	151.8	107.3	—	—	—	481	104	377	35.1	—	—	—	—
1907–08	12,154	154.1	109.8	—	—	—	495	104	391	34.5	—	—	—	—
1908–09	12,685	155.3	112.6	—	—	—	506	108	398	34.6	—	—	—	—
1909–10	12,827	157.5	113.0	—	—	—	523	110	413	34.0	485	—	—	—

BEST COPY AVAILABLE

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869–70 to 1990–91—Continued

School year	School attendance			Instructional staff										
	Average daily attendance, in thousands	Average length of school term (days)	Average number of days attended per pupil enrolled	Total, in thousands	Principals, in thousands	Other supervisory staff, in thousands	Classroom teachers, in thousands [1]				Average annual salary of instructional staff [2]		Average annual salary of teachers [3]	
							Total	Male	Female	Pupil-teacher ratio	In current dollars	In constant 1990–91 dollars	In current dollars	In constant 1990–91 dollars
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1910–11	12,872	156.8	111.8	—	—	—	534	110	423	33.8	466	—	—	—
1911–12	13,302	158.8	115.6	—	—	—	547	115	433	33.2	492	—	—	—
1912–13	13,614	158.1	115.6	—	—	—	565	113	452	32.9	512	—	—	—
1913–14	14,216	158.7	117.8	—	—	—	580	115	465	33.0	525	—	—	—
1914–15	14,986	159.4	121.2	—	—	—	604	118	486	32.6	543	—	—	—
1915–16	15,359	160.3	120.9	—	—	—	622	123	499	32.7	563	—	—	—
1917–18	15,549	160.7	119.8	—	—	—	651	105	546	32.0	635	—	—	—
1919–20	16,150	161.9	121.2	700	13.6	6.6	680	96	584	31.8	871	$6,120	—	—
1921–22	18,432	164.0	130.6	756	18.6	14.1	723	118	605	32.1	1,166	9,109	—	—
1923–24	19,132	168.3	132.5	787	17.9	7.9	761	129	633	31.9	1,227	9,572	—	—
1925–26	19,856	169.3	135.9	850	26.9	8.4	778	131	647	31.8	1,277	9,603	—	—
1927–28	20,608	171.5	140.4	868	28.8	7.7	832	138	694	30.3	1,364	10,605	—	—
1929–30	21,265	172.7	143.0	892	30.9	6.9	854	142	712	30.1	1,420	11,110	—	—
1931–32	22,245	171.2	144.9	901	23.9	5.7	872	154	718	30.1	1,417	13,162	—	—
1933–34	22,458	171.6	145.8	880	28.1	5.0	847	162	685	31.2	1,227	12,409	—	—
1935–36	22,299	173.0	146.3	906	29.6	5.8	871	179	692	30.3	1,283	12,503	—	—
1937–38	22,298	173.9	149.3	919	36.4	5.0	877	185	692	29.6	1,374	12,845	—	—
1939–40	22,042	175.0	151.7	912	31.5	4.8	875	195	681	29.1	1,441	13,809	—	—
1941–42	21,031	174.7	149.6	898	33.1	6.1	859	183	676	28.6	1,507	12,943	—	—
1943–44	19,603	175.5	147.9	865	31.6	5.5	828	127	701	28.1	1,728	13,280	—	—
1945–46	19,849	176.8	150.6	867	29.4	6.8	831	138	693	28.0	1,995	14,646	—	—
1947–48	20,910	177.6	155.1	907	37.1	9.2	861	162	699	27.8	2,639	15,168	—	—
1949–50	22,284	177.9	157.9	962	39.3	9.2	914	195	719	27.5	3,010	17,020	—	—
1951–52	23,257	178.2	156.0	1,012	39.7	9.8	963	235	728	27.6	3,450	17,578	—	—
1953–54	25,644	178.6	158.9	1,098	45.7	10.3	1,032	254	779	27.9	3,825	19,048	—	—
1955–56	27,740	178.0	158.5	1,213	51.0	13.3	1,149	299	850	27.1	4,156	20,703	$4,000	$19,926
1957–58	29,722	177.6	157.4	1,333	59.0	14.0	1,238	332	906	27.1	4,702	22,049	4,520	21,196
1959–60 [4]	32,477	178.0	160.2	1,464	63.6	13.8	1,355	393	962	26.6	5,174	23,581	4,995	22,765
1961–62	34,682	179.1	162.3	1,588	67.2	16.2	1,458	451	1,053	26.2	5,700	25,395	5,515	24,571
1963–64	37,405	179.0	163.2	1,717	72.6	18.7	1,568	488	1,080	26.2	6,240	27,094	5,995	26,030
1965–66	39,154	178.9	163.5	1,885	77.3	21.6	1,711	544	1,167	24.6	6,935	29,106	6,485	27,217
1967–68	40,828	178.8	163.2	2,071	85.5	29.0	1,864	584	1,280	23.5	7,885	31,050	7,423	29,230
1969–70	41,934	178.9	161.7	2,253	90.6	31.5	2,023	690	1,333	22.5	8,840	31,339	8,626	30,580
1970–71	42,428	—	—	—	—	—	2,059	[5]676	[5]1,383	22.3	9,698	32,693	9,268	31,243
1971–72	42,254	179.3	161.7	2,322	—	—	2,070	[5]688	[5]1,382	22.3	10,213	33,237	9,705	31,584
1972–73	42,179	—	—	—	—	—	2,106	[5]703	[5]1,403	21.7	10,634	33,267	10,174	31,827
1973–74	41,438	178.7	159.5	2,338	100.0	38.0	2,136	[5]715	[5]1,421	21.3	11,254	32,324	10,770	30,934
1974–75	41,524	—	—	—	—	—	2,165	[5]727	[5]1,438	20.8	12,167	31,460	11,641	30,100

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Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869–70 to 1990–91—Continued

School year	School attendance			Instructional staff										
	Average daily attendance, in thousands	Average length of school term (days)	Average number of days attended per pupil enrolled	Total, in thousands	Principals, in thousands	Other supervisory staff, in thousands	Classroom teachers, in thousands [1]				Average annual salary of instructional staff [2]		Average annual salary of teachers [3]	
							Total	Male	Female	Pupil-teacher ratio	In current dollars	In constant 1990–91 dollars	In current dollars	In constant 1990–91 dollars
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1975–76	41,270	178.3	161.1	2,337	104.0	35.0	2,198	[5]742	[5]1,456	20.4	13,124	31,691	12,600	30,426
1976–77	40,832	—	—	—	—	—	2,189	[5]734	[5]1,455	20.2	13,840	31,579	13,354	30,470
1977–78	40,079	—	—	—	—	—	2,209	[5]742	[5]1,467	19.7	14,698	31,426	14,198	30,357
1978–79	39,075	—	—	2,297	—	—	2,207	[5]735	[5]1,472	19.3	15,764	30,819	15,032	29,387
1979–80	38,289	178.5	160.8	2,441	106.0	35.0	2,185	[5]743	[5]1,442	19.1	[5]16,715	28,833	15,970	27,548
1980–81	37,704	178.2	160.7	2,452	107.0	20.6	2,184	[5]708	[5]1,476	18.7	18,404	28,451	17,644	27,277
1981–82	37,095	—	—	—	—	—	2,118	[5]679	[5]1,439	18.9	20,327	28,926	19,274	27,427
1982–83	36,636	—	—	—	—	—	2,133	[5]679	[5]1,454	18.6	21,641	29,527	20,695	28,236
1983–84	36,363	—	—	—	—	—	2,139	[5]679	[5]1,460	18.4	23,005	30,268	21,935	28,860
1984–85	36,404	—	—	2,692	124.5	—	2,168	[5]679	[5]1,489	18.1	24,666	31,231	23,600	29,881
1985–86	36,523	—	—	2,757	129.3	—	2,206	[5]669	[5]1,537	17.9	26,362	32,443	25,199	31,011
1986–87	36,864	—	—	2,823	131.6	—	2,244	[5]674	[5]1,570	17.7	27,706	33,356	26,569	31,987
1987–88	37,051	—	—	2,860	125.9	—	2,279	[5]665	[5]1,614	17.6	29,233	33,794	28,034	32,408
1988–89	37,268	—	—	2,931	126.6	—	2,323	[5]659	[5]1,664	17.3	30,899	34,143	29,568	32,673
1989–90	37,779	—	—	2,986	125.6	—	2,357	[5]658	[5]1,699	17.2	32,685	34,472	31,350	33,064
1990–91	—	—	—	3,051	127.0	—	2,397	[5]669	[5]1,728	17.2	34,385	34,385	32,977	32,977

[1] For select years prior to 1951–52, includes a small number of librarians and other non-supervisory instructional staff.

[2] Prior to 1919–20, computed for teaching positions only, beginning 1919–20, also includes supervisors and principals. Data for 1980–81 and subsequent years are estimates from the National Education Association.

[3] Data for 1970–71 and subsequent years are estimated by the National Education Association.

[4] Denotes first year for which figures include Alaska and Hawaii.

[5] Estimated.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, Biennial Survey of Education in the United States, Digest of Education Statistics*, and unpublished data; National Education Asscciation, *Estimates of School Statistics*. (This table was prepared September 1992.)

Table 15.—Catholic elementary and secondary enrollment, teachers, and schools, by level: 1919–20 to 1990–91

School year	Number of schools			Enrollment			Instructional staff[1]			Student-instructional staff ratio
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	
1	2	3	4	5	6	7	8	9	10	11
1919–20	8,103	6,551	1,552	1,925,521	1,795,673	129,848	49,516	41,592	7,924	38.9
1929–30	10,046	7,923	2,123	2,464,467	2,222,598	241,869	72,552	58,245	14,307	34.0
1935–36	9,875	7,929	1,946	2,388,000	2,103,000	285,000	76,000	59,000	17,000	31.4
1939–40	10,049	7,944	2,105	2,396,305	2,035,182	361,123	81,057	60,081	20,976	29.6
1946–47	—	—	2,111	—	—	467,000	—	—	27,000	—
1947–48	10,435	8,285	2,150	2,788,000	2,305,000	483,000	89,000	62,000	27,000	31.3
1949–50	10,778	8,589	2,189	3,066,387	2,560,815	505,572	94,295	66,525	27,770	32.5
1951–52	11,060	8,880	2,180	3,391,000	2,842,000	549,000	101,000	72,000	29,000	33.6
1953–54	11,575	9,279	2,296	3,859,000	3,235,000	624,000	109,000	77,000	32,000	35.4
1955–56	11,926	9,615	2,311	4,276,000	3,571,000	705,000	120,000	85,000	35,000	35.6
1960–61	12,893	10,501	2,392	5,253,791	4,373,422	880,369	151,902	108,169	43,733	34.6
1961–62	13,007	10,631	2,376	5,383,000	4,445,000	938,000	158,000	111,000	47,000	34.1
1962–63	13,178	10,676	2,502	5,494,000	4,485,000	1,009,000	159,000	112,000	47,000	34.6
1963–64	13,205	10,775	2,430	5,590,000	4,546,000	1,044,000	166,000	115,000	51,000	33.7
1964–65	13,249	10,832	2,417	5,601,000	4,534,000	1,067,000	171,000	118,000	53,000	32.8
1965–66	13,292	10,879	2,413	5,574,000	4,492,000	1,082,000	177,000	120,000	57,000	31.5
1966–67	13,232	10,769	2,463	5,485,000	4,375,000	1,110,000	176,000	120,000	56,000	31.2
1967–68	12,627	10,350	2,277	5,199,000	4,106,000	1,093,000	179,000	124,000	55,000	29.0
1968–69	12,305	10,113	2,192	4,941,000	3,860,000	1,081,000	183,000	126,000	57,000	27.0
1969–70	11,771	9,695	2,076	4,658,098	3,607,168	1,050,930	[2]195,400	[2]133,200	[2]62,200	23.8
1970–71	11,350	9,370	1,980	4,363,566	3,355,478	1,008,088	166,208	112,750	53,458	26.3
1971–72	10,841	8,982	1,859	4,034,785	3,075,785	959,000	159,083	106,686	52,397	25.4
1972–73	10,504	8,761	1,743	3,790,000	2,871,000	919,000	155,964	105,384	50,580	24.3
1973–74	10,297	8,569	1,728	3,621,000	2,714,000	907,000	153,883	102,785	51,098	23.5
1974–75	10,127	8,437	1,690	3,504,000	2,602,000	902,000	150,179	100,011	50,168	23.3
1975–76	9,993	8,340	1,653	3,415,000	2,525,000	890,000	149,276	99,319	49,957	22.9
1976–77	9,904	8,281	1,623	3,365,000	2,483,000	882,000	150,610	100,016	50,594	22.3
1977–78	9,797	8,204	1,593	3,289,000	2,421,000	868,000	150,648	99,739	50,909	21.8
1978–79	9,723	8,159	1,564	3,218,000	2,365,000	853,000	147,948	98,539	49,409	21.8
1979–80	9,640	8,100	1,540	3,139,000	2,293,000	846,000	147,294	97,724	49,570	21.3
1980–81	9,559	8,043	1,516	3,106,000	2,269,000	837,000	145,777	96,739	49,038	21.3
1981–82	9,494	7,996	1,498	3,094,000	2,266,000	828,000	146,172	96,847	49,325	21.2
1982–83	9,432	7,950	1,482	3,026,000	2,225,000	801,000	146,460	97,337	49,123	20.7
1983–84	9,380	7,917	1,463	2,969,000	2,179,000	790,000	146,913	98,591	48,322	20.2
1984–85	9,325	7,876	1,449	2,903,000	2,119,000	784,000	149,888	99,820	50,068	19.4
1985–86	9,220	7,790	1,430	2,821,000	2,061,000	760,000	146,594	96,741	49,853	19.2
1986–87	9,102	7,693	1,409	2,726,000	1,998,000	728,000	141,930	93,554	48,376	19.2
1987–88	8,992	7,601	1,391	2,623,000	1,942,000	681,000	139,887	93,199	46,688	18.8
1988–89	8,867	7,505	1,362	2,551,000	1,912,000	639,000	137,700	93,154	44,546	18.5
1989–90	8,719	7,395	1,324	2,499,000	1,894,000	606,000	136,900	94,197	42,703	18.3
1990–91	8,587	7,291	1,296	2,475,439	1,883,906	591,533	131,198	91,039	40,159	18.9

[1] Beginning in 1970–71, includes full-time teaching staff only.
[2] Includes estimates for the nonreporting schools.
—Data not available.

NOTE.—Data reported by the National Catholic Educational Association and data reported by the National Center for Education Statistics are not directly comparable because survey procedures and definitions differ.

SOURCE: National Catholic Educational Association, *A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967–68 to 1969–70*, as compiled from the *Official Catholic Directory: United States Catholic Elementary and Secondary Schools, 1989 and 1990-91*; and Franklin Press, *Catholic Schools in America* and *United States Catholic Elementary and Secondary Schools, 1989–90 and 1990–91*. (This table was prepared September 1992.)

Table 16.—Public school enrollment in grades 9 to 12, by subject: 1889–90 to fall 1981

Subject	1889–90	1899–1900	1909–10	1914–15	1921–22	1927–28	1933–34	1948–49	1954–55	1958–59	1960–61	1962–63	1964–65	Fall 1972	Fall 1981
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total, in thousands	**203**	**519**	**915**	**1,562**	**2,873**	**3,911**	**5,669**	**5,658**	**6,574**	**8,258**	**8,821**	**10,372**	**11,628**	**13,848**	**12,764**
	Percentage of students taking specific subject														
General science	—	—	—	—	18.3	17.5	17.8	20.8	—	19.6	22.2	17.6	18.7	11.3	23.0
Biology	—	—	1.1	6.9	8.8	13.6	14.6	18.4	20.0	20.8	21.7	24.0	23.2	19.6	23.2
Chemistry	10.1	7.7	6.9	7.4	7.4	7.1	7.6	7.6	7.5	8.1	9.1	8.3	9.3	8.7	9.8
Physics	22.8	19.0	14.6	14.2	8.9	6.8	6.3	5.4	4.7	4.7	4.9	3.8	4.5	2.9	1.0
Physiology	—	27.4	15.3	9.5	5.1	2.7	1.8	1.0	—	—	0.8	—	—	0.9	1.2
Earth science	—	29.8	21.0	15.3	4.5	2.8	1.7	0.4	—	—	0.9	—	—	3.6	0.2
Algebra	45.4	56.3	56.9	48.8	40.2	35.2	30.4	26.8	25.3	29.9	28.6	30.4	28.5	19.7	29.5
General mathematics	—	—	—	—	12.4	7.9	7.4	13.1	12.3	12.7	17.4	11.7	15.4	13.8	21.7
Geometry	21.3	27.4	30.9	26.5	22.7	19.8	17.1	12.8	12.5	13.4	13.8	14.7	13.9	11.6	11.4
Trignometry	—	1.9	1.9	1.5	1.5	1.3	1.3	2.0	2.6	2.7	3.0	2.0	2.0	6.2	3.5
Spanish	—	—	0.7	2.7	11.3	9.4	6.2	8.2	—	—	9.8	—	14.5	12.3	12.3
French	5.8	7.8	9.9	8.8	15.5	14.0	10.9	4.7	—	—	8.0	—	12.4	7.6	6.6
German	10.5	14.3	23.7	24.4	0.6	1.8	2.4	0.8	—	—	1.7	—	2.7	3.1	2.1
English	—	38.5	57.1	58.4	76.7	93.1	90.5	92.9	—	—	94.6	—	—	89.8	86.5
Latin	34.7	50.6	49.0	37.3	27.5	22.0	16.0	7.8	—	—	7.8	—	—	1.5	1.1
U.S. and English history [1]	27.3	38.2	55.0	50.5	18.2	18.8	17.8	22.8	—	—	24.3	—	—	32.3	32.5
Civics and government	—	21.7	15.6	15.7	19.3	20.0	16.4	8.0	—	—	9.5	—	—	15.2	19.7
Industrial subjects	—	—	—	11.2	13.7	13.5	21.0	26.6	—	—	28.0	—	—	3.7	4.6
Bookkeeping	—	—	—	3.4	12.6	10.7	9.9	8.7	—	—	7.7	—	—	5.8	3.2
Typewriting	—	—	—	—	13.1	15.2	16.7	22.5	—	—	23.1	—	—	20.3	21.0
Shorthand	—	—	—	—	8.9	8.7	9.0	7.8	—	—	6.7	—	—	4.6	3.1
Home economics	—	—	3.8	12.9	14.3	16.5	16.7	24.2	—	—	23.1	—	—	20.4	23.9
Agriculture	—	—	4.7	7.2	5.1	3.7	3.6	6.7	—	—	6.2	—	—	2.7	3.3
Physical education	—	—	—	—	5.7	15.0	50.7	69.4	—	—	73.7	—	—	57.0	59.0
Music	—	—	—	31.5	25.3	26.0	25.5	30.1	—	—	28.0	—	—	25.1	21.6
Art	—	—	—	22.9	14.7	11.7	8.7	9.0	—	—	19.3	—	—	17.9	24.2

[1] For 1914–15 and earlier years, includes ancient, medieval, and modern history.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States; A Trend Study of High School Offerings and Enrollments: 1972–73 and 1981–82;* and *Digest of Education Statistics.* (This table was prepared October 1992.)

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Table 17.—Student proficiency in reading, writing, mathematics, and science, by age and race/ethnicity: 1969–70 to 1989–90

Year and race/ethnicity	Reading			Writing			Mathematics			Science		
	9-year-olds	13-year-olds	17-year-olds	Grade 4	Grade 8	Grade 11	9-year-olds	13-year-olds	17-year-olds	9-year-olds	13-year-olds	17-year-olds
1	2	3	4	5	6	7	8	9	10	11	12	13
Total												
1969–70	—	—	—	—	—	—	—	—	—	225	255	305
1970–71	208	255	285	—	—	—	—	—	—	—	—	—
1972–73	—	—	—	—	—	—	219	266	304	220	250	296
1974–75	210	256	286	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	220	247	290
1977–78	—	—	—	—	—	—	219	264	300	—	—	—
1979–80	215	259	286	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	—	219	269	299	221	250	283
1983–84	211	257	289	179	206	212	—	—	—	—	—	—
1985–86	—	—	—	—	—	—	222	269	302	224	251	289
1987–88	212	258	290	186	203	214	—	—	—	—	—	—
1989–90	209	257	290	183	198	212	230	270	305	229	255	290
White												
1969–70 [1]	—	—	—	—	—	—	—	—	—	236	263	312
1970–71 [1]	214	261	291	—	—	—	—	—	—	—	—	—
1972–73	—	—	—	—	—	—	225	274	310	231	259	304
1974–75	217	262	293	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	230	256	298
1977–78	—	—	—	—	—	—	224	272	306	—	—	—
1979–80	221	264	293	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	—	224	274	304	229	257	293
1983–84	218	263	295	186	210	218	—	—	—	—	—	—
1985–86	—	—	—	—	—	—	227	274	308	232	259	298
1987–88	218	261	295	193	207	219	—	—	—	—	—	—
1989–90	217	262	297	191	202	217	235	276	310	238	264	301
Black												
1969–70	—	—	—	—	—	—	—	—	—	179	215	258
1970–71	170	222	239	—	—	—	—	—	—	—	—	—
1972–73	—	—	—	—	—	—	190	228	270	177	205	250
1974–75	181	226	241	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	175	208	240
1977–78	—	—	—	—	—	—	192	230	268	—	—	—
1979–80	189	233	243	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	—	195	240	272	187	217	235
1983–84	186	236	264	154	190	195	—	—	—	—	—	—
1985–86	—	—	—	—	—	—	202	249	279	196	222	253
1987–88	189	243	274	154	190	200	—	—	—	—	—	—
1989–90	182	242	267	155	182	194	208	249	289	196	226	253
Hispanic												
1972–73	—	—	—	—	—	—	202	239	277	—	—	—
1974–75	183	233	252	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	192	213	262
1977–78	—	—	—	—	—	—	203	238	276	—	—	—
1979–80	190	237	261	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	—	204	252	277	189	226	249
1983–84	187	240	268	163	191	188	—	—	—	—	—	—
1985–86	—	—	—	—	—	—	205	254	283	199	226	259
1987–88	194	240	271	169	188	199	—	—	—	—	—	—
1989–90	189	238	275	168	189	198	214	255	284	206	232	262

[1] Includes persons of Hispanic origin.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*, November 1991. (This table was prepared December 1992.)

Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970–71 to 1989–90

Age, year and race/ethnicity	Reading					Mathematics					Science				
	Level 150[1]	Level 200[2]	Level 250[3]	Level 300[4]	Level 350[5]	Level 150[6]	Level 200[7]	Level 250[8]	Level 300[9]	Level 350[10]	Level 150[11]	Level 200[12]	Level 250[13]	Level 300[14]	Level 350[15]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
9-year-olds[16]															
Total															
1970–71	90.6	58.7	15.6	0.9	0.0	—	—	—	—	—	—	—	—	—	—
1974–75	93.1	62.1	14.6	0.6	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979–80	94.6	67.7	17.7	0.6	0.0	96.7	70.4	19.6	0.8	0.0	93.5	68.0	25.7	3.2	0.1
1981–82	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1983–84	92.3	61.5	17.2	1.0	0.0	97.1	71.4	18.8	0.6	0.0	95.2	70.7	24.3	2.3	0.0
1985–86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1987–88	92.7	62.6	17.5	1.4	0.0	97.9	74.1	20.7	0.6	0.0	96.2	72.0	27.5	3.0	0.1
1989–90	90.1	58.9	18.4	1.7	0.0	99.1	81.5	27.7	1.2	0.0	97.0	76.4	31.1	3.1	0.1
White															
1970–71[17]	94.0	65.0	18.0	1.1	0.0	—	—	—	—	—	—	—	—	—	—
1974–75	96.0	69.0	17.4	0.7	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979–80	97.1	74.2	21.0	0.8	0.0	98.3	76.3	22.9	0.9	0.0	97.7	76.8	30.8	3.9	0.1
1981–82	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1983–84	95.4	68.6	20.9	1.2	0.0	98.5	76.8	21.8	0.6	0.0	98.3	78.4	29.4	2.9	0.1
1985–86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1987–88	95.1	68.4	20.3	1.6	0.0	98.8	79.6	24.6	0.8	0.0	98.2	78.9	32.7	3.8	0.1
1989–90	93.5	66.0	22.6	2.2	0.0	99.6	86.9	32.7	1.5	0.0	99.2	84.4	37.5	3.9	0.1
Black															
1970–71	69.7	22.0	1.6	0.0	0.0	—	—	—	—	—	—	—	—	—	—
1974–75	80.7	31.6	2.0	0.0	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979–80	84.9	41.3	4.1	0.0	0.0	88.4	42.0	4.1	0.0	0.0	72.4	27.2	3.5	0.2	0.0
1981–82	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1983–84	81.3	36.6	4.5	0.1	0.0	90.2	46.1	4.4	0.0	0.0	82.1	38.9	3.9	0.1	0.0
1985–86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1987–88	83.2	39.4	5.6	0.2	0.0	93.9	53.4	5.6	0.1	0.0	88.6	46.2	8.3	0.3	0.0
1989–90	76.9	33.9	5.2	0.3	0.0	96.9	60.0	9.4	0.1	0.0	88.0	46.4	8.5	0.1	0.0
Hispanic															
1974–75	80.8	34.6	2.6	0.0	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979–80	84.5	41.6	5.0	0.0	0.0	93.0	54.2	9.2	0.2	0.0	84.6	42.0	8.8	0.3	0.0
1981–82	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1983–84	82.0	39.6	4.3	0.1	0.0	94.3	55.7	7.8	0.0	0.0	85.1	40.2	4.2	0.0	0.0
1985–86	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1987–88	85.6	45.9	8.6	0.4	0.0	96.4	57.6	7.3	0.1	0.0	89.6	50.1	10.7	0.2	0.0
1989–90	83.7	40.9	5.8	0.2	0.0	98.0	68.4	11.3	0.2	0.0	93.6	56.3	11.6	0.4	0.0
13-year-olds[16]															
Total															
1970–71	99.8	93.0	57.8	9.8	0.1	—	—	—	—	—	—	—	—	—	—
1974–75	99.7	93.2	58.6	10.2	0.2	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1979–80	99.9	94.8	60.7	11.3	0.2	99.8	94.6	64.9	18.0	1.0	98.5	86.0	48.8	11.1	0.7

Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970–71 to 1989–90—Continued

Age, year and race/ethnicity	Reading					Mathematics					Science				
	Level 150[1]	Level 200[2]	Level 250[3]	Level 300[4]	Level 350[5]	Level 150[6]	Level 200[7]	Level 250[8]	Level 300[9]	Level 350[10]	Level 150[11]	Level 200[12]	Level 250[13]	Level 300[14]	Level 350[15]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1981–82	—	—	—	—	—	100.0	97.7	71.4	17.4	0.5	99.5	89.8	50.9	9.6	0.4
1983–84	99.8	93.9	59.0	11.0	0.3	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	98.6	73.3	15.8	0.4	99.7	91.6	52.5	9.1	0.2
1987–88	99.9	94.9	58.7	10.9	0.2	—	—	—	—	—	—	—	—	—	—
1989–90	99.8	93.8	58.7	11.0	0.4	100.0	98.5	74.7	17.3	0.4	99.7	92.3	56.5	11.2	0.4
White															
1970–71[17]	99.9	96.2	64.2	11.3	0.2	—	—	—	—	—	—	—	—	—	—
1974–75	99.9	96.4	65.5	12.1	0.3	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	99.6	92.2	56.5	13.4	0.8
1977–78	—	—	—	—	—	100.0	97.6	72.9	21.4	1.2	—	—	—	—	—
1979–80	100.0	97.1	67.8	13.6	0.3	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	100.0	99.1	78.3	20.5	0.6	99.9	94.4	58.3	11.5	0.4
1983–84	99.9	96.2	65.3	13.1	0.4	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	99.3	78.9	18.6	0.4	99.9	96.1	61.0	11.3	0.3
1987–88	99.9	96.0	63.7	12.4	0.3	—	—	—	—	—	—	—	—	—	—
1989–90	99.9	96.0	64.8	13.3	0.5	100.0	99.4	82.0	21.0	0.4	100.0	96.9	66.5	14.2	0.5
Black															
1970–71	98.6	74.2	21.1	0.8	0.0	—	—	—	—	—	—	—	—	—	—
1974–75	98.4	76.9	24.8	1.5	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	93.1	57.3	14.9	1.2	0.0
1977–78	—	—	—	—	—	98.6	79.7	28.7	2.3	0.0	—	—	—	—	—
1979–80	99.3	84.1	30.1	1.8	0.0	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	99.8	90.2	37.9	2.9	0.0	97.5	68.6	17.1	0.8	0.0
1983–84	99.4	85.5	34.6	2.8	0.0	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	95.4	49.0	4.0	0.1	99.0	73.6	19.6	1.1	0.0
1987–88	99.8	91.3	40.2	4.6	0.1	—	—	—	—	—	—	—	—	—	—
1989–90	99.4	87.7	41.7	4.6	0.1	100.0	95.4	48.7	3.9	0.1	98.8	77.6	24.3	1.5	0.1
Hispanic															
1974–75	99.6	81.3	32.0	2.2	0.0	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	94.3	62.2	18.1	1.8	0.0
1977–78	—	—	—	—	—	99.6	86.4	36.0	4.0	0.1	—	—	—	—	—
1979–80	99.7	86.8	35.4	2.3	0.0	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	99.9	95.9	52.2	6.3	0.0	98.0	75.5	24.1	2.4	0.0
1983–84	99.5	86.7	39.0	4.1	0.1	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	96.9	56.0	5.5	0.2	99.0	76.7	24.9	1.5	0.0
1987–88	99.2	87.4	38.0	4.4	0.0	—	—	—	—	—	—	—	—	—	—
1989–90	99.1	85.8	37.2	3.9	0.1	99.9	96.8	56.7	6.4	0.1	98.9	80.2	30.0	3.3	0.1
	17-year-olds[16]														
Total															
1970–71	99.6	96.0	78.6	39.0	6.8	—	—	—	—	—	—	—	—	—	—
1974–75	99.7	96.4	80.1	38.7	6.2	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	99.8	97.1	81.6	41.7	8.5
1977–78	—	—	—	—	—	100.0	99.8	92.0	51.5	7.3	—	—	—	—	—
1979–80	99.9	97.2	80.7	37.8	5.3	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	100.0	99.9	93.0	48.5	5.5	99.7	95.7	76.6	37.3	7.1
1983–84	100.0	98.3	83.1	40.3	5.7	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	99.9	95.6	51.7	6.5	99.9	97.1	80.7	41.3	7.9
1987–88	100.0	98.9	85.7	40.9	4.6	—	—	—	—	—	—	—	—	—	—
1989–90	99.9	98.1	84.1	41.4	7.0	100.0	100.0	96.0	56.1	7.2	99.9	96.7	81.2	43.3	9.2
White															
1970–71[17]	99.9	97.9	83.7	43.2	7.7	—	—	—	—	—	—	—	—	—	—
1974–75	99.9	98.6	86.2	43.9	7.2	—	—	—	—	—	100.0	99.2	88.2	47.5	10.0
1976–77	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1977–78	—	—	—	—	—	100.0	100.0	95.6	57.6	8.5	—	—	—	—	—

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Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970–71 to 1989–90—Continued

Age, year and race/ethnicity	Reading					Mathematics					Science				
	Level 150[1]	Level 200[2]	Level 250[3]	Level 300[4]	Level 350[5]	Level 150[6]	Level 200[7]	Level 250[8]	Level 300[9]	Level 350[10]	Level 150[11]	Level 200[12]	Level 250[13]	Level 300[14]	Level 350[15]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1979–80	100.0	99.1	86.9	43.3	6.2	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	100.0	100.0	96.2	54.7	6.4	100.0	98.6	84.9	43.9	8.6
1983–84	100.0	99.0	88.0	46.3	6.9	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	100.0	98.0	59.1	7.9	100.0	98.8	87.8	48.7	9.6
1987–88	100.0	99.3	88.7	45.4	5.5	—	—	—	—	—	—	—	—	—	—
1989–90	100.0	98.8	88.3	47.5	8.7	100.0	100.0	97.6	63.2	8.3	100.0	99.0	89.6	51.2	11.4
Black															
1970–71	97.6	81.9	40.1	7.7	0.4	—	—	—	—	—	—	—	—	—	—
1974–75	97.7	82.0	43.0	8.1	0.4	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	98.5	83.6	40.5	7.7	0.4
1977–78	—	—	—	—	—	100.0	98.8	70.7	16.8	0.5	—	—	—	—	—
1979–80	99.0	85.6	44.0	7.1	0.2	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	100.0	99.7	76.4	17.1	0.5	97.9	79.7	35.0	6.5	0.2
1983–84	99.9	95.9	65.7	16.2	0.9	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	100.0	85.6	20.8	0.2	99.7	90.9	52.2	12.5	0.9
1987–88	100.0	98.0	75.8	24.9	1.4	—	—	—	—	—	—	—	—	—	—
1989–90	99.6	95.7	69.1	19.7	1.5	100.0	99.9	92.4	32.8	2.0	99.4	88.3	51.4	15.7	1.5
Hispanic															
1974–75	99.3	88.7	52.9	12.6	1.2	—	—	—	—	—	—	—	—	—	—
1976–77	—	—	—	—	—	—	—	—	—	—	99.7	93.1	61.5	18.5	1.8
1977–78	—	—	—	—	—	100.0	99.3	78.3	23.4	1.4	—	—	—	—	—
1979–80	99.8	93.3	62.2	16.5	1.3	—	—	—	—	—	—	—	—	—	—
1981–82	—	—	—	—	—	100.0	99.8	81.4	21.6	0.7	98.9	86.9	48.0	11.1	1.4
1983–84	99.8	95.6	68.3	21.2	2.0	—	—	—	—	—	—	—	—	—	—
1985–86	—	—	—	—	—	100.0	99.4	89.3	26.5	1.1	99.8	93.3	60.0	14.8	1.1
1987–88	99.9	96.3	71.5	23.3	1.3	—	—	—	—	—	—	—	—	—	—
1989–90	99.7	95.9	75.2	27.1	2.4	100.0	99.6	85.8	30.1	1.9	99.6	91.9	59.9	21.1	2.1

[1] Able to follow brief written directions and select phrases to describe pictures.
[2] Able to understand combined ideas and make references based on short uncomplicated passages about specific or sequentially related information.
[3] Able to search for specific information, interrelate ideas, and make generalizations about literature, science, and social studies materials.
[4] Able to find, understand, summarize, and explain relatively complicated literary and informational material.
[5] Able to understand the links between ideas even when those links are not explicitly stated and to make appropriate generalizations even when the text lacks clear introductions or explanations.
[6] Able to perform elementary addition and subtraction.
[7] Able to perform simple additive reasoning and problem solving.
[8] Able to perform simple multiplicative reasoning and 2-step problem solving.
[9] Able to perform reasoning and problem solving involving fractions, decimals, percents, elementary geometry, and simple algebra.
[10] Able to perform reasoning and problem solving involving geometry, algebra, and beginning statistics and probability.
[11] Exhibit knowledge of some general scientific facts of the type that could be learned from everyday experiences.
[12] Developing some understanding of simple scientific principles, particularly in the life sciences.
[13] Able to interpret data from simple tables and make inferences about the outcomes of experimental procedures. Exhibit knowledge and understanding of the life sciences, and also demonstrate some knowledge of basic information from the physical sciences.
[14] Able to evaluate the appropriateness of the design of an experiment and have the skill to apply scientific knowledge in interpreting information from text and graphs. Exhibit a growing understanding of principles from the physical sciences.
[15] Able to infer relationships and draw conclusions using detailed scientific knowledge from the physical sciences, particularly chemistry. Able to apply basic principles of genetics and interpret the societal implications of research in this field.
[16] All participants of this age were in school.
[17] Includes persons of Hispanic origin.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress*, November 1991. (This table was prepared December 1992.)

Table 19.—High school graduates, by sex and control of institution: 1869–70 to 1991–92

[Numbers in thousands]

School year	Population 17 years old [1]	High school graduates					Graduates per 100 17-year-olds
		Total	Sex		Control		
			Male	Female	Public [2]	Private [3]	
1	2	3	4	5	6	7	8
1869–70	815	16	7	9	—	—	2.0
1879–80	946	24	11	13	—	—	2.5
1889–90	1,259	44	19	25	22	22	3.5
1899–1900	1,489	95	38	57	62	33	6.4
1909–10	1,786	156	64	93	111	45	8.8
1919–20	1,855	311	124	188	231	80	16.8
1929–30	2,296	667	300	367	592	75	29.0
1930–31	2,327	747	337	409	—	—	32.1
1931–32	2,330	827	375	452	—	—	35.5
1932–33	2,335	871	403	468	—	—	37.3
1933–34	2,334	915	432	483	—	—	39.2
1934–35	2,348	965	459	506	—	—	41.1
1935–36	2,377	1,015	486	530	—	—	42.7
1936–37	2,416	1,068	505	563	—	—	44.2
1937–38	2,456	1,120	524	596	—	—	45.6
1939–40	2,403	1,221	579	643	1,143	78	50.8
1941–42	2,421	1,242	577	666	—	—	51.3
1943–44	2,386	1,019	424	595	—	—	42.7
1945–46	2,278	1,080	467	613	—	—	47.4
1947–48	2,261	1,190	563	627	1,073	117	52.6
1949–50	2,034	1,200	571	629	1,063	136	59.0
1951–52	2,086	1,197	569	627	1,056	141	57.4
1953–54	2,135	1,276	613	664	1,129	147	59.8
1955–56	2,242	1,415	680	735	1,252	163	63.1
1956–57	2,272	1,434	690	744	1,270	164	63.1
1957–58	2,325	1,506	725	781	1,332	174	64.8
1958–59	2,458	1,627	784	843	1,435	192	66.2
1959–60	2,672	1,858	895	963	1,627	231	69.5
1960–61	2,892	1,964	955	1,009	1,725	239	67.9
1961–62	2,768	1,918	938	980	1,678	240	69.3
1962–63	2,740	1,943	956	987	1,710	233	70.9
1963–64	2,978	2,283	1,120	1,163	2,008	275	76.7
1964–65	2,684	2,658	1,311	1,347	2,360	298	72.1
1965–66	3,489	2,665	1,323	1,342	2,367	298	76.4
1966–67	3,500	2,672	1,328	1,344	2,374	298	76.3
1967–68	3,532	2,695	1,338	1,357	2,395	300	76.3
1968–69	3,659	2,822	1,399	1,423	2,522	300	77.1
1969–70	3,757	2,889	1,430	1,459	2,589	300	76.9
1970–71	3,872	2,937	1,454	1,483	2,637	300	75.9
1971–72	3,973	3,001	1,487	1,514	2,699	302	75.5
1972–73	4,049	3,036	1,500	1,536	2,730	306	75.0
1973–74	4,132	3,073	1,512	1,561	2,763	310	74.4
1974–75	4,256	3,133	1,542	1,591	2,823	310	73.6
1975–76	4,272	3,148	1,552	1,596	2,837	311	73.7
1976–77	4,272	3,155	1,548	1,607	2,840	315	73.9
1977–78	4,286	3,127	1,531	1,596	2,825	302	73.0
1978–79	4,327	3,117	1,523	1,594	2,817	300	72.0
1979–80	4,262	3,043	1,491	1,552	2,748	295	71.4
1980–81	4,207	3,020	1,483	1,537	2,725	295	71.8
1981–82	4,121	2,995	1,471	1,524	2,705	290	72.7
1982–83	3,939	2,888	1,437	1,451	2,598	290	73.3
1983–84	3,753	2,767	[4] 1,313	[4] 1,454	2,495	272	73.7
1984–85	3,658	2,677	[4] 1,291	[4] 1,386	2,414	263	73.2
1985–86	3,621	2,643	[4] 1,263	[4] 1,380	2,363	260	73.0
1986–87	3,697	2,694	[4] 1,301	[4] 1,393	2,429	265	72.9
1987–88	3,781	2,773	[4] 1,384	[4] 1,389	2,500	273	73.4
1988–89	3,761	2,727	[4] 1,343	[4] 1,384	2,459	268	72.5
1989–90	3,485	2,587	[4] 1,285	[4] 1,302	2,320	268	74.2
1990–91 [5]	3,325	2,511	[4] 1,257	[4] 1,254	2,263	247	75.5
1991–92 [5]	3,286	2,485	—	—	2,251	234	75.6

[1] Population as of July 1, derived from *Current Population Reports*, Series P-25. Adjusted to reflect October 17-year-old population.

[2] Data for 1929–30 and preceding years are from *Statistics of Public High Schools* and exclude graduates of high schools which failed to report to the Office of Education.

[3] For most years, private school data have been estimated based on periodic private school surveys. For years through 1957–58, private includes data for subcollegiate departments of institutions of higher education and residential schools for exceptional children.

[4] Estimates based on data published by the Bureau of Labor Statistics.

[5] Public high school graduates based on state estimates.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; *Current Population Reports*, Series P-25; U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years. (This table was prepared September 1992.)

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Table 20.—Public school districts and public and private elementary and secondary schools: 1929–30 to 1990–91

School year	Public school districts [1]	Public schools [2]					Private schools [2,3]		
		Total, all schools [4]	Total, regular schools [5]	Elementary schools		Secondary schools	Total [4]	Elementary	Secondary
				Total	One-teacher				
1	2	3	4	5	6	7	8	9	10
1929–30	—	—	—	238,306	149,282	23,930	—	9,275	3,258
1937–38	119,001	—	—	221,660	121,178	25,467	—	9,992	3,327
1939–40	117,108	—	—	—	113,600	—	—	11,306	3,568
1945–46	101,382	—	—	160,227	86,563	24,314	—	9,863	3,294
1947–48	94,926	—	—	146,760	75,096	25,484	—	10,071	3,292
1949–50	83,718	—	—	128,225	59,652	24,542	—	10,375	3,331
1951–52	71,094	—	—	123,763	50,742	23,746	—	10,666	3,322
1953–54	63,057	—	—	110,875	42,865	25,637	—	11,739	3,913
1955–56	54,859	—	—	104,427	34,964	26,046	—	12,372	3,887
1957–58	47,594	—	—	95,446	25,341	25,507	—	13,065	3,994
1959–60	40,520	—	—	91,853	20,213	25,784	—	13,574	4,061
1961–62	35,676	—	—	81,910	13,333	25,350	—	14,762	4,129
1963–64	31,705	—	—	77,584	9,895	26,431	—	—	4,451
1965–66	26,983	—	—	73,216	6,491	26,597	17,849	15,340	4,606
1967–68	22,010	—	94,197	70,879	4,146	27,011	—	—	—
1970–71	17,995	—	89,372	65,800	1,815	25,352	—	14,372	3,770
1973–74	16,730	—	88,655	65,070	1,365	25,906	—	—	—
1975–76	16,376	88,597	87,034	63,242	1,166	25,330	—	—	—
1976–77	16,271	—	86,501	62,644	1,111	25,378	19,910	16,385	5,904
1978–79	16,014	—	84,816	61,982	1,056	24,504	19,489	16,097	5,766
1980–81	15,912	85,982	83,688	61,069	921	24,362	20,764	16,792	5,678
1982–83	15,824	84,740	82,039	59,656	798	23,988	—	—	—
1983–84	15,747	84,178	81,418	59,082	838	23,947	[6] 27,694	[6] 20,872	[6] 7,862
1984–85	—	84,007	81,147	58,827	825	23,916	—	—	—
1985–86	—	—	—	—	—	—	[6] 25,616	[6] 20,252	[6] 7,387
1986–87	[7] 15,713	83,455	82,190	60,784	763	23,389	—	—	—
1987–88	[7] 15,577	83,248	82,248	61,490	729	22,937	[6] 26,807	[6] 22,959	[6] 8,418
1988–89	[7] 15,376	83,165	82,081	61,531	583	22,785	—	—	—
1989–90	[7] 15,367	83,425	82,396	62,037	630	22,639	—	—	—
1990–91	[7] 15,358	84,538	81,746	61,340	617	22,731	—	—	—

[1] Includes operating and nonoperating districts.

[2] Schools with both elementary and secondary programs are included under elementary schools and also under secondary schools.

[3] Data for most years are partly estimated.

[4] Includes regular schools and special schools not classified by grade span.

[5] Includes elementary, secondary, and combined elementary/secondary schools.

[6] These data are from sample surveys and should not be compared directly with the data for earlier years.

[7] Because of expanded survey coverage, data are not directly comparable with figures for earlier years.

—Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Statistics of State School Systems; Statistics of Public Elementary and Secondary School Systems; Statistics of Nonpublic Elementary and Secondary Schools; Private Schools in American Education;* and Common Core of Data surveys. (This table was prepared April 1992.)

Table 21.—Revenues for public elementary and secondary schools, by source of funds: 1889–90 to 1989–90

School year	In thousands				Percentage distribution			
	Total	Federal	State[1]	Local (including intermediate)[2]	Total	Federal	State[1]	Local (including intermediate)[2]
1	2	3	4	5	6	7	8	9
1889–90[3]	$143,195	—	$26,345	$97,222	100.0	—	21.3	78.7
1890–91[3]	147,915	—	27,632	100,359	100.0	—	21.6	78.4
1891–92[3]	157,175	—	29,908	105,630	100.0	—	22.1	77.9
1892–93[3]	165,023	—	33,695	108,425	100.0	—	23.7	76.3
1893–94[3]	170,404	—	32,750	112,785	100.0	—	22.5	77.5
1894–95[3]	176,565	—	34,638	118,915	100.0	—	22.6	77.4
1895–96[3]	182,480	—	35,032	124,880	100.0	—	21.9	78.1
1896–97[3]	191,959	—	33,942	130,318	100.0	—	20.7	79.3
1897–98[3]	199,833	—	35,122	135,516	100.0	—	20.6	79.4
1898–99[3]	203,337	—	35,341	144,898	100.0	—	19.6	80.4
1899–1900[3]	219,766	—	37,887	149,487	100.0	—	20.2	79.8
1900–01[3]	235,339	—	36,281	163,897	100.0	—	18.1	81.9
1901–02[3]	245,498	—	39,216	173,151	100.0	—	18.5	81.5
1902–03[3]	251,637	—	40,456	173,731	100.0	—	18.9	81.1
1903–04[3]	279,134	—	42,553	193,216	100.0	—	18.0	82.0
1904–05[3]	301,819	—	44,349	210,168	100.0	—	17.4	82.6
1905–06[3]	322,106	—	47,943	223,491	100.0	—	17.7	82.3
1906–07[3]	355,016	—	44,706	231,738	100.0	—	16.2	83.8
1907–08[3]	381,920	—	58,097	259,341	100.0	—	18.3	81.7
1908–09[3]	403,647	—	63,547	288,643	100.0	—	18.0	82.0
1909–10[3]	433,064	—	64,605	312,222	100.0	—	17.1	82.9
1910–11[3]	451,151	—	69,071	333,832	100.0	—	17.1	82.9
1911–12[3]	469,111	—	75,814	346,898	100.0	—	17.9	82.1
1912–13[3]	507,227	—	78,376	375,582	100.0	—	17.3	82.7
1913–14[3]	561,743	—	87,895	425,457	100.0	—	17.1	82.9
1914–15[3]	589,652	—	91,104	456,956	100.0	—	16.6	83.4
1915–16[3]	633,901	—	95,278	488,120	100.0	—	16.3	83.7
1917–18	736,876	$1,669	122,256	612,951	100.0	0.2	16.6	83.2
1919–20	970,121	2,475	160,085	807,561	100.0	0.3	16.5	83.2
1921–22[3]	1,444,242	2,891	230,517	1,184,530	100.0	0.2	16.3	83.5
1923–24[3]	1,618,438	3,986	261,997	1,290,239	100.0	0.3	16.8	82.9
1925–26	1,830,017	5,552	284,569	1,539,896	100.0	0.3	15.6	84.1
1927–28	2,025,750	6,174	333,279	1,686,297	100.0	0.3	16.5	83.2
1929–30	2,088,557	7,334	353,670	1,727,553	100.0	0.4	16.9	82.7
1931–32	2,068,029	8,262	410,550	1,649,218	100.0	0.4	19.9	79.7
1933–34	1,810,652	21,548	423,178	1,365,926	100.0	1.2	23.4	75.4
1935–36	[4]1,971,402	[4]9,850	578,369	1,383,184	100.0	0.5	29.3	70.2
1937–38	2,222,885	26,535	655,996	1,540,353	100.0	1.2	29.5	69.3
1939–40	2,260,527	39,810	684,354	1,536,363	100.0	1.8	30.3	68.0
1941–42	2,416,580	34,305	759,993	1,622,281	100.0	1.4	31.4	67.1
1943–44	2,604,322	35,886	859,183	1,709,253	100.0	1.4	33.0	65.6
1945–46	3,059,845	41,378	1,062,057	1,956,409	100.0	1.4	34.7	63.9
1947–48	4,311,534	120,270	1,676,362	2,514,902	100.0	2.8	38.9	58.3
1949–50	5,437,044	155,848	2,165,689	3,115,507	100.0	2.9	39.8	57.3
1951–52	6,423,816	227,711	2,478,596	3,717,507	100.0	3.5	38.6	57.9
1953–54	7,866,852	355,237	2,944,103	4,567,512	100.0	4.5	37.4	58.1
1955–56	9,686,677	441,442	3,828,886	5,416,350	100.0	4.6	39.5	55.9
1957–58	12,181,513	486,484	4,800,368	6,894,661	100.0	4.0	39.4	56.6
1959–60	14,746,618	651,639	5,768,047	8,326,932	100.0	4.4	39.1	56.5
1961–62	17,527,707	760,975	6,789,190	9,977,542	100.0	4.3	38.7	56.9
1963–64	20,544,182	896,956	8,078,014	11,569,213	100.0	4.4	39.3	56.3
1965–66	25,356,858	1,996,954	9,920,219	13,439,686	100.0	7.9	39.1	53.0
1967–68	31,903,064	2,806,469	12,275,536	16,821,063	100.0	8.8	38.5	52.7
1969–70	40,266,923	3,219,557	16,062,776	20,984,589	100.0	8.0	39.9	52.1

Table 21.—Revenues for public elementary and secondary schools, by source of funds:—Continued 1889–90 to 1989–90

School year	In thousands				Percentage distribution			
	Total	Federal	State [1]	Local (including intermediate) [2]	Total	Federal	State [1]	Local (including intermediate) [2]
1	2	3	4	5	6	7	8	9
1970–71	44,511,292	3,753,461	17,409,086	23,348,745	100.0	8.4	39.1	52.5
1971–72	50,003,645	4,467,969	19,133,256	26,402,420	100.0	8.9	38.3	52.8
1972–73	52,117,930	4,525,000	20,843,520	26,749,412	100.0	8.7	40.0	51.3
1973–74	58,230,892	4,930,351	24,113,409	29,187,132	100.0	8.5	41.4	50.1
1974–75	64,445,239	5,811,595	27,211,116	31,422,528	100.0	9.0	42.2	48.8
1975–76	71,206,073	6,318,345	31,776,101	33,111,627	100.0	8.9	44.6	46.5
1976–77	75,322,532	6,629,498	32,688,903	36,004,134	100.0	8.8	43.4	47.8
1977–78	81,443,160	7,694,194	35,013,266	38,735,700	100.0	9.4	43.0	47.6
1978–79	87,994,143	8,600,116	40,132,136	39,261,891	100.0	9.8	45.6	44.6
1979–80	96,881,165	9,503,537	45,348,814	42,028,813	100.0	9.8	46.8	43.4
1980–81	105,949,087	9,768,262	50,182,659	45,998,166	100.0	9.2	47.4	43.4
1981–82	110,191,257	8,186,466	52,436,435	49,568,356	100.0	7.4	47.6	45.0
1982–83	117,497,502	8,339,990	56,282,157	52,875,354	100.0	7.1	47.9	45.0
1983–84	126,055,419	8,576,547	60,232,981	57,245,892	100.0	6.8	47.8	45.4
1984–85	137,294,678	9,105,569	67,168,684	61,020,425	100.0	6.6	48.9	44.4
1985–86	149,127,779	9,975,622	73,619,575	65,532,582	100.0	6.7	49.4	43.9
1986–87	158,523,693	10,146,013	78,830,437	69,547,243	100.0	6.4	49.7	43.9
1987–88 [2]	169,561,974	10,716,687	84,004,415	74,840,873	100.0	6.3	49.5	44.1
1988–89	192,016,374	11,902,001	91,768,911	88,345,462	100.0	6.2	47.8	46.0
1989–90	207,583,910	12,750,530	98,059,659	96,773,720	100.0	6.1	47.2	46.6

[1] Prior to 1917–18, excludes receipts other than state taxes and appropriations.

[2] Includes a relatively small amount from nongovernmental sources (gifts and tuition and transportation fees from patrons). These sources accounted for 0.4 percent of total revenues in 1967–68. Prior to 1917–18, excludes receipts from sources other than local taxes and appropriations.

[3] Total includes receipts not distributed by source. Percents based on funds reported by source.

[4] Excludes federal funds other than aid for vocational education.

—Data not available.

NOTE.—Beginning in 1980–81, revenues for state education agencies are excluded. Data for 1988–89 reflect new survey collection procedures and may not be entirely comparable to figures for earlier years. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner of Education, 1890 to 1917; Biennial Survey of Education in the United States, 1916–18 to 1956–58; Statistics of State School Systems, 1959–60 to 1969–70; Revenues and Expenditures for Public Elementary and Secondary Education;* and Common Core of Data survey. (This table was prepared September 1992.)

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869–70 to 1989–90

School year	Total expenditures, in millions	Current expenditures, day schools (in millions)					Capital outlay,[4] in millions	Interest on school debt, in millions	Other expenditures,[5] in millions	Expenditures in current dollars				Expenditures in constant 1989–90 dollars			
		Total[1]	Administration	Instruction[2]	Plant operation and maintenance	Other[3]				Total			Current, per pupil in average daily attendance	Total			Current per pupil in average daily attendance
										Per capita	Per pupil enrolled	Per pupil in average daily attendance		Per capita	Per pupil enrolled	Per pupil in average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1869–70	$63	—	—	$38	—	—	—	—	—	$2	$9	$16	—	—	—	—	—
1870–71	69	—	—	43	—	—	—	—	—	—	9	15	—	—	—	—	—
1871–72	74	—	—	46	—	—	—	—	—	—	9	16	—	—	—	—	—
1872–73	76	—	—	48	—	—	—	—	—	—	10	16	—	—	—	—	—
1873–74	80	—	—	51	—	—	—	—	—	—	9	16	—	—	—	—	—
1874–75	84	—	—	55	—	—	—	—	—	—	10	16	—	—	—	—	—
1875–76	83	—	—	55	—	—	—	—	—	—	9	16	—	—	—	—	—
1876–77	79	—	—	55	—	—	—	—	—	—	9	15	—	—	—	—	—
1877–78	79	—	—	56	—	—	—	—	—	—	8	14	—	—	—	—	—
1878–79	76	—	—	55	—	—	—	—	—	—	8	13	—	—	—	—	—
1879–80	78	—	—	56	—	—	—	—	—	2	8	13	—	—	—	—	—
1880–81	84	—	—	58	—	—	—	—	—	—	8	14	—	—	—	—	—
1881–82	89	—	—	61	—	—	—	—	—	—	9	14	—	—	—	—	—
1882–83	97	—	—	65	—	—	—	—	—	—	9	15	—	—	—	—	—
1883–84	103	—	—	68	—	—	—	—	—	—	9	15	—	—	—	—	—
1884–85	110	—	—	73	—	—	—	—	—	—	10	15	—	—	—	—	—
1885–86	113	—	—	76	—	—	—	—	—	—	10	15	—	—	—	—	—
1886–87	116	—	—	79	—	—	—	—	—	—	10	15	—	—	—	—	—
1887–88	124	—	—	83	—	—	—	—	—	—	10	16	—	—	—	—	—
1888–89	133	$109	—	88	—	$22	$23	—	—	—	11	17	$14	—	—	—	—
1889–90	141	114	—	92	—	22	26	—	—	2	11	17	14	—	—	—	—
1890–91	147	121	—	96	—	25	26	—	—	—	11	18	15	—	—	—	—
1891–92	156	126	—	100	—	26	29	—	—	—	12	18	15	—	—	—	—
1892–93	164	134	—	105	—	29	30	—	—	—	12	19	15	—	—	—	—
1893–94	173	142	—	109	—	33	30	—	—	—	12	19	16	—	—	—	—
1894–95	176	146	—	114	—	33	29	—	—	—	12	18	15	—	—	—	—
1895–96	183	151	—	117	—	34	33	—	—	—	13	19	15	—	—	—	—
1896–97	188	155	—	119	—	36	32	—	—	—	13	19	15	—	—	—	—
1897–98	194	163	—	124	—	39	31	—	—	—	13	19	16	—	—	—	—
1898–99	200	169	—	129	—	40	31	—	—	—	13	19	16	—	—	—	—
1899–1900	215	180	—	138	—	42	35	—	—	3	14	20	17	—	—	—	—
1900–01	228	188	—	143	—	44	40	—	—	3	14	21	18	—	—	—	—
1901–02	238	198	—	151	—	47	40	—	—	3	15	22	18	—	—	—	—
1902–03	251	205	—	157	—	48	46	—	—	3	16	—	—	—	—	—	—
1903–04	273	224	—	168	—	56	49	—	—	3	17	23	19	—	—	—	—
1904–05	292	235	—	177	—	58	56	—	—	4	18	24	20	—	—	—	—
1905–06	308	247	—	186	—	61	61	—	—	4	18	26	21	—	—	—	—
1906–07	337	272	—	202	—	70	65	—	—	4	20	28	23	—	—	—	—
1907–08	371	298	—	220	—	78	74	—	—	4	22	31	24	—	—	—	—
1908–09	401	320	—	237	—	83	82	—	—	5	23	32	25	—	—	—	—
1909–10	426	356	$7	260	—	89	70	—	—	5	24	33	28	—	—	—	—

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Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869–70 to 1989–90—Continued

School year	Total expenditures, in millions	Current expenditures, day schools (in millions)					Capital outlay,[4] in millions	Interest on school debt, in millions	Other expenditures,[5] in millions	Expenditures in current dollars				Expenditures in constant 1989–90 dollars			
										Total			Current, per pupil in average daily attendance	Total			Current per pupil in average daily attendance
		Total[1]	Administration	Instruction[2]	Plant operation and maintenance	Other[3]				Per capita	Per pupil enrolled	Per pupil in average daily attendance		Per capita	Per pupil enrolled	Per pupil in average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1910–11	447	371	6	273	—	91	76	—	—	5	25	35	29	—	—	—	—
1911–12	483	405	9	295	—	101	78	—	—	5	27	36	30	—	—	—	—
1912–13	522	438	10	316	—	112	84	—	—	5	28	38	32	—	—	—	—
1913–14	555	463	12	335	—	116	92	—	—	6	29	39	33	—	—	—	—
1914–15	605	503	13	358	—	131	103	—	—	6	31	40	34	—	—	—	—
1915–16	641	537	15	378	—	144	104	—	—	6	31	42	35	—	—	—	—
1917–18	764	629	25	444	$133	27	119	$15	—	7	37	49	40	—	—	—	—
1919–20	1,036	861	37	633	146	46	154	18	$3	10	48	64	53	$66	$320	$427	$355
1921–22	1,581	1,235	51	903	203	69	306	36	4	15	68	86	67	108	504	635	496
1923–24	1,821	1,369	55	1,001	221	92	388	59	5	16	75	95	72	120	555	704	529
1925–26	2,026	1,538	68	1,127	244	99	411	72	5	17	82	102	77	125	585	727	552
1927–28	2,184	1,706	77	1,220	278	130	383	92	4	18	87	106	83	135	641	781	610
1929–30	2,317	1,844	79	1,318	295	152	371	93	10	19	90	108	87	141	668	805	643
1931–32	2,175	1,810	75	1,333	257	144	211	140	13	18	83	98	81	154	731	861	717
1933–34	1,720	1,516	64	1,121	203	127	59	137	8	14	65	76	67	131	623	731	647
1935–36	1,969	1,657	67	1,214	233	142	171	133	8	15	75	88	74	143	693	816	687
1937–38	2,233	1,870	86	1,360	260	164	239	114	10	17	86	100	84	154	762	884	743
1939–40	2,344	1,942	92	1,403	268	179	258	131	13	18	92	106	88	163	836	961	800
1941–42	2,323	2,068	101	1,458	289	220	138	109	9	17	95	110	98	142	774	900	801
1943–44	2,453	2,293	111	1,591	316	276	54	97	9	18	105	125	117	131	765	908	852
1945–46	2,907	2,707	133	1,854	372	349	111	77	11	21	125	145	136	145	870	1,007	949
1947–48	4,311	3,795	170	2,572	526	527	412	76	28	30	180	203	179	163	981	1,105	978
1949–50	5,838	4,687	220	3,112	642	713	1,014	101	36	39	232	259	209	210	1,244	1,388	1,120
1951–52	7,344	5,722	266	3,782	757	917	1,477	114	30	48	276	313	244	230	1,333	1,511	1,180
1953–54	9,092	6,791	311	4,552	908	1,020	2,055	154	92	57	315	351	265	269	1,487	1,657	1,250
1955–56	10,955	8,251	373	5,502	1,072	1,304	2,387	216	101	66	352	388	294	313	1,663	1,833	1,390
1957–58	13,569	10,252	443	6,901	1,302	1,605	2,853	342	123	79	405	449	341	352	1,801	1,995	1,517
1959–60[6]	15,613	12,329	528	8,351	1,508	1,943	2,662	490	133	88	433	472	375	381	1,871	2,040	1,621
1961–62	18,373	14,729	648	10,016	1,760	2,304	2,862	588	194	100	480	530	419	424	2,028	2,238	1,770
1963–64	21,325	17,218	745	11,750	1,985	2,738	2,978	701	428	113	519	559	460	466	2,137	2,300	1,895
1965–66	26,248	21,053	938	14,445	2,386	3,284	3,755	792	648	136	613	654	537	540	2,439	2,602	2,138
1967–68	32,977	26,877	1,249	18,376	2,864	4,388	4,256	978	866	167	737	786	658	624	2,752	2,936	2,458
1969–70	40,683	34,218	1,607	23,270	3,512	5,829	4,659	1,171	636	202	877	955	816	679	2,948	3,210	2,743
1970–71	45,500	39,630	1,789	26,224	3,960	7,657	4,552	1,318	973	223	970	1,049	911	713	3,100	3,353	2,912
1971–72	48,050	41,818	1,876	28,148	4,325	7,469	4,459	1,378	396	232	1,034	1,128	990	717	3,191	3,481	3,055
1972–73	51,852	46,213	2,018	30,119	4,677	9,399	4,091	1,547	1,698	248	1,116	1,211	1,077	735	3,310	3,592	3,195
1973–74	56,970	50,025	2,276	32,609	5,291	9,849	4,978	1,514	453	270	1,244	1,364	1,207	734	3,388	3,715	3,287
1974–75	64,846	57,363	2,670	36,482	6,136	12,075	5,746	1,737	702	304	1,424	1,545	1,365	745	3,491	3,788	3,346

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869–70 to 1989–90—Continued

School year	Total expenditures, in millions	Current expenditures, day schools (in millions)					Capital outlay,[4] in millions	Interest on school debt, in millions	Other expenditures,[5] in millions	Expenditures in current dollars				Expenditures in constant 1989–90 dollars			
		Total[1]	Administration	Instruction[2]	Plant operation and maintenance	Other[3]				Total			Current, per pupil in average daily attendance	Total			Current per pupil in average daily attendance
										Per capita	Per pupil enrolled	Per pupil in average daily attendance		Per capita	Per pupil enrolled	Per pupil in average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1975–76	70,601	62,054	2,808	39,687	6,675	12,884	6,146	1,846	553	328	1,564	1,697	1,504	750	3,581	3,885	3,444
1976–77	74,194	66,864	3,273	41,869	7,331	14,391	5,344	1,953	853	341	1,673	1,816	1,638	738	3,619	3,929	3,544
1977–78	80,844	73,058	3,867	45,024	8,096	16,071	5,245	1,952	589	368	1,842	2,002	1,823	746	3,734	4,059	3,696
1978–79	86,712	78,951	3,896	48,403	8,565	18,087	5,448	1,955	357	390	2,029	2,210	2,020	724	3,761	4,097	3,744
1979–80	95,962	86,984	4,264	53,258	9,745	—	6,506	1,874	598	427	2,290	2,491	2,272	699	3,745	4,074	3,716
1980–81	104,125	94,321	—	—	—	—	—	—	—	[7]458	[7]2,529	[7]2,742	2,502	[7]672	[7]3,707	[7]4,019	3,667
1981–82	111,186	101,109	—	—	—	—	—	—	—	[7]484	[7]2,754	[7]2,973	2,726	[7]653	[7]3,716	[7]4,011	3,678
1982–83	118,425	108,268	—	—	—	—	—	—	—	[7]510	[7]2,966	[7]3,203	2,955	[7]660	[7]3,837	[7]4,144	3,823
1983–84	127,500	115,392	—	—	—	—	—	—	—	[7]544	[7]3,216	[7]3,471	3,173	[7]679	[7]4,012	[7]4,330	3,958
1984–85	137,000	126,337	—	—	—	—	—	—	—	[7]579	[7]3,456	[7]3,722	3,470	[7]696	[7]4,149	[7]4,468	4,166
1985–86	148,600	137,165	—	83,463	—	—	—	—	—	[7]622	[7]3,724	[7]4,020	3,756	[7]726	[7]4,345	[7]4,691	4,383
1986–87	160,900	146,365	—	89,559	—	—	—	—	—	[7]667	[7]3,995	[7]4,308	3,970	[7]762	[7]4,560	[7]4,918	4,532
1987–88	172,400	157,098	—	96,967	—	—	—	—	—	[7]708	[7]4,310	[7]4,654	4,240	[7]776	[7]4,724	[7]5,101	4,647
1988–89	192,977	173,099	—	101,016	—	—	14,101	3,213	2,564	785	4,738	5,109	4,645	823	4,964	5,353	4,866
1989–90	211,731	187,384	—	108,964	—	—	17,685	3,693	2,969	853	5,149	5,526	4,960	853	5,149	5,526	4,960

[1] Prior to 1917–18, includes expenditures for interest.
[2] Prior to 1909–10, includes only expenditures for salaries of teachers and superintendents.
[3] Prior to 1917–18, includes plant operation and maintenance; prior to 1909–10, includes all current expenditures except salaries of teachers and superintendents.
[4] Beginning in 1965–66, includes capital outlay by state and local school building authorities.
[5] Beginning in 1953–54, includes expenditures for community services, previously included in "current expenditures, day schools."
[6] Denotes first year for which figures include Alaska and Hawaii.
[7] Estimated.
—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*; and unpublished data. (This table was prepared September 1992.)

Chapter 3
Higher Education

Development of American institutions of higher education began early in the colonial period. Many of the first European colonists left their homelands to avoid religious persecution and were particularly interested in literacy, as well as more advanced scholarship, to facilitate religious instruction. Thus, one of the most important missions of colonial colleges was to prepare men to be ministers or priests. The first colonial college, now Harvard University, was founded in 1636 to prepare ministers. The profusion of small theological and religious colleges served the expanding frontier by providing ministers to serve local communities. The religious zeal which became more pronounced after 1800 played an important role in stimulating the growth of educational enterprises. Prior to the Civil War, it has been estimated that perhaps one-fourth of all college graduates became ministers.[1] Besides meeting the demand for religious leaders, these religiously affiliated colleges assisted in the general diffusion of knowledge.

Public colleges also expanded westward across the United States as states made higher education available to their citizens. Benjamin Franklin was among the first prominent Americans to advocate higher education without religious control. After the Revolutionary War, considerable discussion was devoted to the thought of establishing a national or federal university.[2] Although all six of the first U.S. presidents supported the concept of a national university, such an institution was never approved by Congress.[3] Despite Thomas Jefferson's lack of success with the national university concept, he was influential in the founding of the U.S. Military Academy at West Point in 1802.

Another major development of the early 19th century was the creation of normal schools. These institutions were designed to help prepare teachers for the expanding school systems. The first of the normal schools was founded in 1823. Later in 1839, Horace Mann established the first public normal school in Massachusetts. These schools typically offered a 2-year program.

Although national education statistics were not collected prior to 1869-70, some inferences about the number of colleges can be made by examining the current colleges that have founding dates during the late 18th and early 19th centuries. Some 37 of today's colleges were founded prior to 1800 (table 27). Only four of these colleges were founded as public institutions. The evidence suggests that the first of the public colleges to obtain a charter was the University of Georgia, though the University of North Carolina was the first to open.[4] Most of these 37 colleges had their beginning in the last two decades of the 18th century. The growth of colleges accelerated during the 19th century. During the first two decades of the 1800s, 31 more colleges were founded, of which 5 were publicly controlled (6, if the federally controlled West Point is included). The next two decades brought 102 more colleges that still exist today, and between 1840 and 1859, an additional 210 colleges were founded. Whether college enrollments kept pace with the rise in population from 3.9 million in 1790 to 31.5 million in 1860 is unknown, but at least the increase in the number of colleges suggests sharp rises in enrollment.[5] Public colleges also expanded in the first half of the 19th century, and by 1860, there were 21 state colleges in 20 different states.[6] Today, many of the 380 colleges founded prior to 1860 are independent or public, but most were originally controlled by religious groups.[7] Public higher education was assisted through such programs as the First Morrill Act in 1862, which provided land grants for the creation and maintenance of agricultural and mechanical colleges.

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[1] Donald G. Tewksbury, *The Founding of American Colleges and Universities*, (New York: Columbia University Press, 1932; reprint ed., New York: Archon Books, 1965), 90–91.

[2] Adolphe E. Meyer, *Grandmasters of Educational Thought* (New York: McGraw Hill, 1975), 146.

[3] Richard Hofstadter and Wilson Smith, ed., *American Higher Education, A Documentary History, Vol. I* (Chicago: University of Chicago Press, 1961), 157.

[4] Tewksbury, *The Founding of American Colleges and Universities*, 167.

[5] U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*, 2 vols. (Washington, D.C.: U.S. Government Printing Office, 1973), 1:8. U.S. Department of Education, National Center for Education Statistics, "Institutional Characteristics, 1980–81," unpublished data.

[6] Tewksbury, *The Founding of American Colleges and Universities*, 169.

[7] Raphael M. Huber, *The Part Played by Religion in the History of Education in the United States of America* (Trenton: MacCrillish & Quigley & Co., 1951), 27.

Higher education in the early 19th century was characterized by heavy emphasis on the classics. Higher education often began at 14 to 16 years of age, though 17 to 20 was more common. Generally, prospective students were expected to have an understanding of Greek and Latin and were frequently tested on these before being allowed entrance. Some knowledge of basic mathematics, such as algebra, was assumed. The college curriculum generally comprised four years of study, and the typical core of this instruction was equal parts of mathematics, Greek, and Latin. Sometimes these were the sole elements of freshman and sophomore education. At more progressive and prestigious colleges, juniors and seniors might delve into a variety of scientific topics, perhaps including some medical lectures, though physical sciences were more common. Other common subjects for upperclassmen included rhetoric, philosophy, and Christian studies.[8] Thomas Jefferson in his founding of the University of Virginia designed what was considered a progressive institution that provided electives for students to choose particular courses of study. The courses of study at the university included medicine, ancient and modern languages, mathematics, philosophy, and sciences.[9] During the 1820s and 1830s, developments at other colleges such as Harvard and Brown, reflected more interest in science and mathematics instruction at the expense of ancient studies.[10] Colleges reacted to the changing times. The first exclusively scientific institution, Renssalaer Polytechnic University, opened in 1824.[11]

Higher education continued to maintain a strong attachment to traditional studies through much of the 19th century. In 1886–87, 62 percent of college students were enrolled in classical courses.[12] In 1878, more than 10 percent of those students wishing to enter colleges where entrance examinations were given were rejected only because of their lack of proficiency with the Greek language. Altogether, about one fourth of students were rejected because of deficiencies in Latin, Greek, or sometimes mathematics.[13]

Enrollment

Higher education enrollment in the colonies was largely limited to the well-to-do. This situation prevailed through the late 19th and early 20th century. When the federal Office of Education began collecting education data in 1869–70, only 63,000 students were attending higher education institutions throughout the country, which amounted to only about 1 percent of the 18- to 24-year-old population. This small number of students was divided among 563 campuses, giving an average enrollment size of only 112 students. About 21 percent of students were female. Today, there are over 14,000,000 students in the U.S. attending some 3,600 institutions, for an average enrollment of 3,931 students. More than half of college students are women (table 23). About 33 percent of all 18- to 24-year-olds are enrolled in college today. Not only are many more students involved in higher education today, but the system itself has shown dynamic change over the past century, evolving from small institutions serving a relatively restricted student body with instruction focussing on instruction in the classics and mathematics into today's large enterprises offering a vast array of courses.

During the latter part of the 1800s, enrollment grew rapidly in higher education institutions, but much of this growth was due to increases in the population. Enrollment grew by 278 percent between 1869–70 and 1899–1900, but students as a percent of 18- to 24-year-olds rose from 1 percent to 2 percent. The proportion of women students in colleges grew significantly from 21 percent in 1869–70 to 36 percent in 1899–1900. While the number of colleges grew during this period, it did not rise as fast as the number of students. As a result, the average size of colleges grew as well, reaching 243 in 1899–1900 (table 24).

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[8] For examples, see (*Exposition of the System of Instruction and Discipline Pursued in the University of Vermont by the Faculty* [Burlington: University of Vermont, 1829], 30) and (*Catalogue of the Officers and Students of the University in Cambridge, October 1825* [Cambridge: University Press, 1825], 19. These standards remained in effect at many campuses well after the Civil War (*Catalogue of the University of North Carolina, 1866–67* [Raleigh: Nichols, Gorman & Neathery Printers, 1867], 15.)

[9] *Catalogue of the Officers and Students of the University of Virginia, Session of 1839–40* (Charlottesville: Robert Noel, 1840), 1. and N.J. Cabell, ed., *Early History of the University of Virginia, as Contained in the Letters of Thomas Jefferson and Joseph C. Cabell* (Richmond: J.W. Randolph, 1856), 142–143.

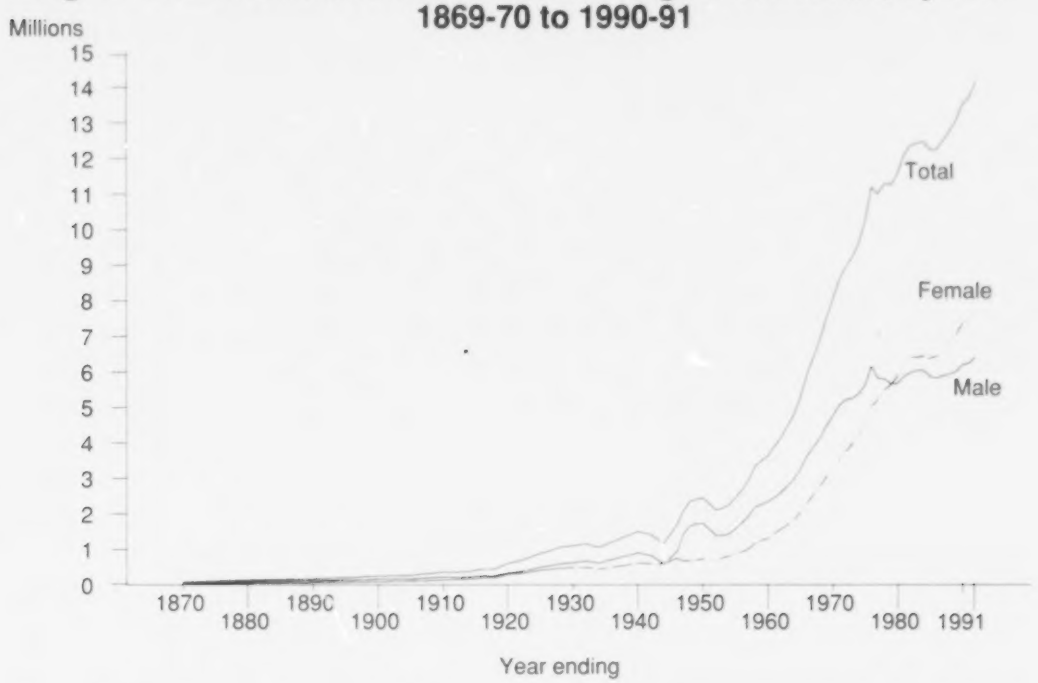
[10] *Catalogue of the Officers and Students of Brown University, March 1824* (Providence: Carlile & Co., 1824), 5; *Catalogue of the Officers and Students of Brown University, 1827–28* (Providence: Carlile & Co., 1828), 13; *Catalogue of the Officers and Students of the University in Cambridge, October 1820 (Cambridge: University Press, 1820); and Catalogue of the Officers and Students of Harvard University for the Academical Year 1827–28* (Cambridge: University Press, 1827).

[11] This excludes the military science academy at West Point. Nicholas Butler, gen. ed., *Education in the United States, Monographs on Education in the United States* (New York: Arno Press & The New York Times, 1969), "Scientific, Technical, and Engineering Education," by T.C. Mendenhall, 555.

[12] U.S. Department of the Interior, *Annual Report of the Secretary of the Interior for the Fiscal Year Ending June 30, 1890*, 5 vols., (Washington, D.C.: U.S. Government Printing Office, 1893), Part 2, 5:772–773.

[13] U.S. Department of the Interior, Bureau of Education, *Report of the Commissioner of Education for the Year 1878* (Washington, D.C.: U.S. Government Printing Office, 1880), XCIV.

Figure 14.--Enrollment in institutions of higher education, by sex: 1869-70 to 1990-91

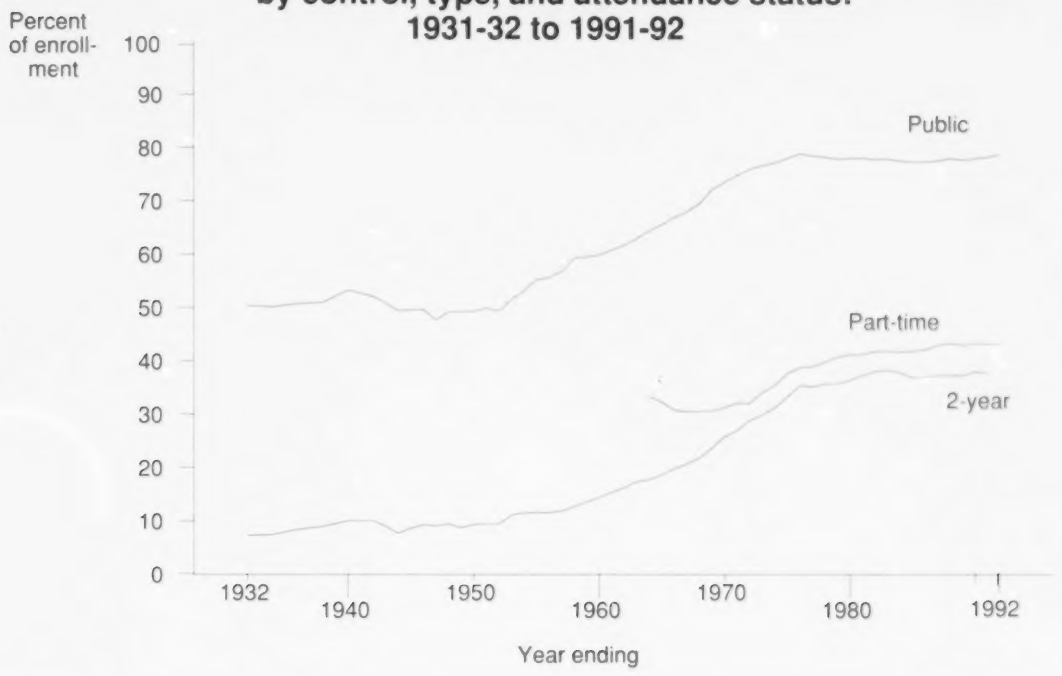


Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Enrollment growth accelerated in the first 30 years of the 20th century, driven by population growth and continuing rises in participation rates. Between 1899–1900 and 1909–10, enrollment rose by 50 percent. In the following decade, enrollment rose by 68 percent, and between 1919–20 and 1929–30, enrollment rose by 84 percent. During these 30 years, the ratio of college students to 18- to 24-year-olds rose from 2 to 7 per 100. However, the proportion of women students in higher education dropped during the 1920s from 47 percent to 44 percent. The depression of the 1930s may have contributed to slower growth in college enrollment and participation. By the end of the decade, college enrollment had reached 1.5 million with 9 college students per 100 18- to 24-year-olds. The total was still 36 percent higher than 1929–30, but the proportion of women students had fallen to 40 percent. By this time, enrollment in public colleges had risen to the point where more than half of college students were enrolled in public institutions.

During the early 1940s, the enrollment of males dropped precipitously as large numbers of young men went to fight World War II. In 1943–44, about half of the students in colleges were women. By the end of the 1940s, college enrollment was surging. Large numbers of World War II veterans entered colleges assisted by such programs as the Servicemen's Readjustment Act which provided education benefits. In fall 1949, about 2.4 million students enrolled in colleges, or about 15 per 100 18- to 24-year-olds. The proportion of women on campus dropped to 30 percent. The proportion of students enrolled in public colleges was about half, the same as in the 1929–30. Enrollment was still concentrated at 4-year colleges, with less than 10 percent of students at 2-year colleges.

Figure 15.--Percentage of students in institutions of higher education, by control, type, and attendance status: 1931-32 to 1991-92



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

The 1950s and 1960s marked two major developments. First, large numbers of young people entered college and second, public colleges expanded dramatically to meet the demand. College enrollment rose by 49 percent in the 1950s, partly because of the rise in the enrollment/population ratio from 15 percent to 24 percent. During the 1960s, enrollment rose by 120 percent. By 1969, college enrollment was as large as 35 percent of the 18- to 24-year-old population. About 41 percent of the college students were women. Public institutions accounted for 74 percent of enrollment, and about one-fourth of all students were enrolled at 2-year colleges.

The 1970s were a period of slower growth in college enrollment despite record numbers of young people of college age and increasing participation of older adults in college. During the 1970s, enrollment rose by 45 percent, somewhat slower than the 1960s, but about the same as the 1950s. The proportion of part-time students also increased, from 31 percent in 1969 to 41 percent in 1979. This rise was partly due to increased participation rates of older students and the expansion of 2-year college systems, whose enrollment more than doubled. By 1979, women constituted the majority on college campuses. Enrollment growth slowed substantially during the 1980s, with only a 17 percent increase between 1979 and 1989. Incremental increases have continued during the early 1990s. The proportion of part-time students has increased only slightly during the 1980s as participation rates for older age groups have remained stable. In contrast, enrollment rates for younger, traditional college-age people rose significantly, and college enrollment showed increases during the 1980s, despite drops in the college-age population.

Institutions and Professional Staff

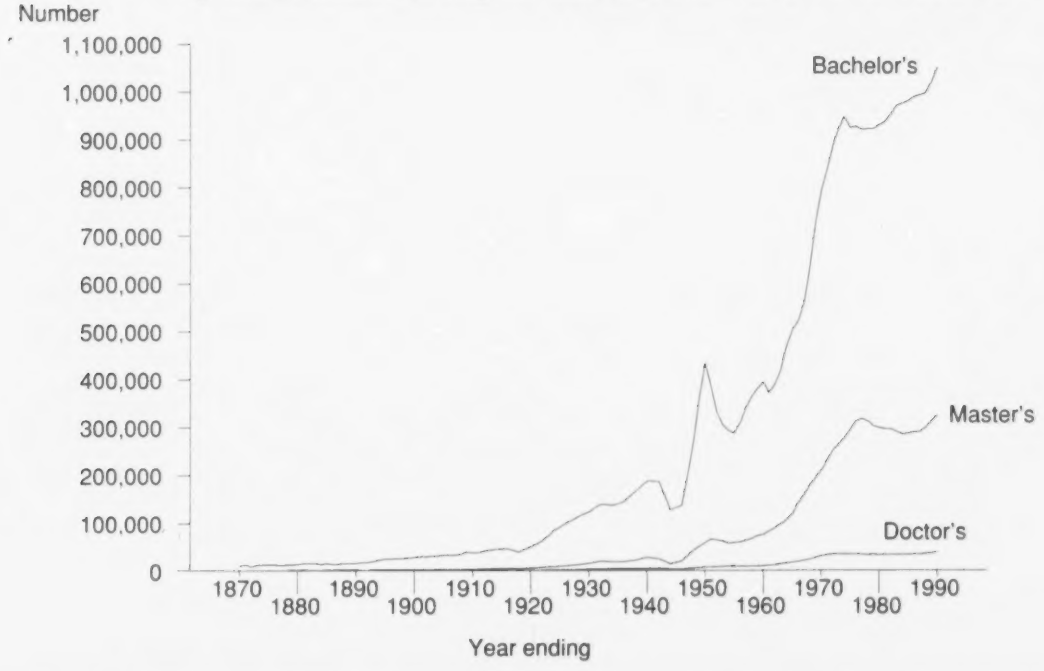
Historical trends in numbers of institutions reflect steady growth over the past 120 years, but the rate of growth has been substantially slower than the rise in enrollment. The result of these differing rates of increase has been that the average size of colleges has steadily increased. The average size of colleges rose from only 112 students in 1869–70 to 243 at the turn of the century. By 1929–30, average size had risen to 781, and it more than doubled by 1960. In 1989–90, the average size of colleges was 3,830 students (table 23).

The growth in the number of professional staff employed by colleges and universities has closely paralleled the rise in enrollment. The ratio of students to staff has remained remarkably stable for more than 100 years. In 1869–70, there were 11 students for every professional, and in 1989–90, there were 9 students for every professional (table 26). Although the measure fluctuated somewhat over the time period, the changes have not been dramatic, and some of them are due to changes in survey procedures and definitions. Full-time-equivalent data which might be used to make more precise measurements of staff resources are not available for the entire time period.

Degrees Conferred

The number of bachelor's degrees conferred exhibited substantial increases during the 20th century. The periods of most rapid growth were the 1920s, the 1940s, and the 1960s (table 28). The increase in the 1920s corresponds to rising proportions of young people completing high school and consequently becoming eligible for college admission. The 1940s surge was partly a result of the federal financial aid program for veterans which encouraged huge numbers of returning servicemen to enter higher education programs. In the 1960s, the "baby boom" generation entered college, and their large numbers resulted in substantial increases in bachelor's degrees conferred. An additional factor in the increase in the number of students and degrees was that over time a higher proportion of young people sought access to higher education. During the 1970s, interest in higher education remained relatively steady, but the number of bachelor's degree recipients in relation to the 23-year-old population was somewhat lower than the peaks attained during the late 1960s and early 1970s. The number of bachelor's degrees continued to grow during the 1980s, despite declines in the traditional college-age population. This may be partly attributed to rising proportions of high school graduates attending college as well as to the graduation of older students.

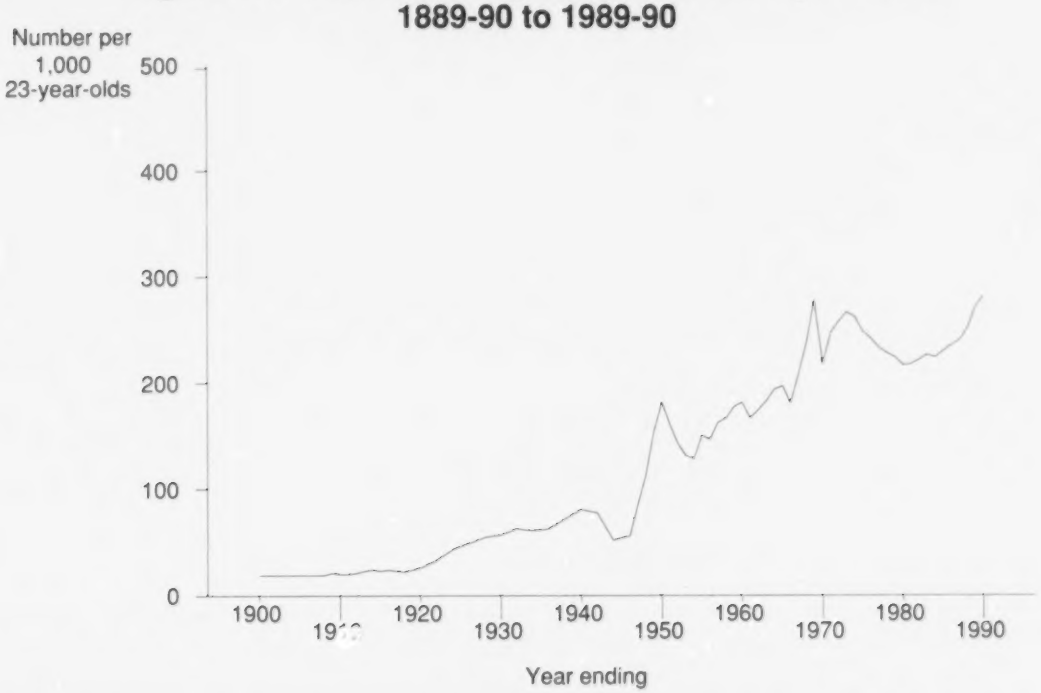
Figure 16.--Bachelor's, master's, and doctor's degrees conferred by institutions of higher education: 1869-70 to 1989-90



Source: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

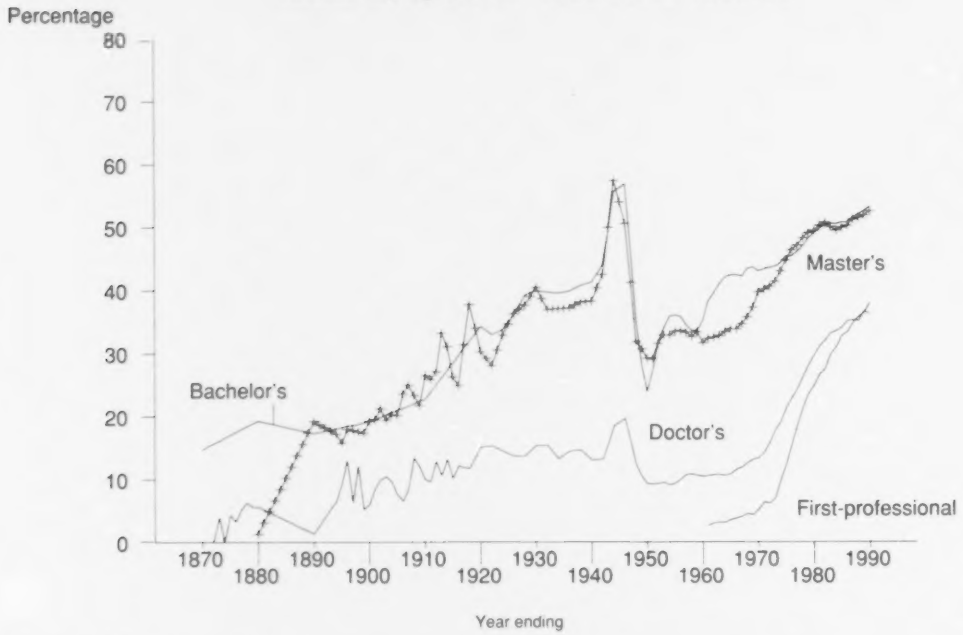
The proportion of women earning bachelor's degrees rose slowly during the latter part of the 19th and early 20th century. Between 1869–70 and 1909–10, the proportion of bachelor's degrees earned by women rose from 15 percent to 23 percent. During the teens and the twenties, the proportion received by women grew more rapidly, reaching 40 percent in 1929–30. The proportion remained about the same during the 1930s, but rose dramatically during the early 1940s as large numbers of men left home to fight in World War II. During some of the war years, women constituted the majority of graduates. Following the war, the number of male graduates surged as large numbers of former soldiers took advantage of financial assistance to complete their studies. In 1949–50, only 24 percent of the graduates were women, but subsequently the proportion of women began to grow again, reaching 43 percent in 1970. By the early 1980s, the majority of bachelor's degree recipients were women, and in 1989–90, women earned 53 percent of all bachelor's degrees.

Figure 17.--Bachelor's degrees per 1,000 23-year-olds: 1889-90 to 1989-90



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, *Population Estimates and Projections*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992*.

Figure 18.--Percentage of higher education degrees conferred to females, by level: 1869-70 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States; Earned Degrees Conferred;* and Integrated Postsecondary Education Data System (IPEDS) "Completions" survey.

Figure 19.--Bachelor's degrees per 100 high school graduates 4 years earlier and master's degrees per 100 bachelor's degrees 2 years earlier: 1869-70 to 1989-90

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970;* Current Population Reports, *Population Estimates and Projections*, various years; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, various years.*

Master's Degrees

The pattern of growth in the number of master's degrees conferred is similar to that displayed by bachelor's degrees. The number of master's degrees grew between 1871–72 and 1899–1900, but the rate was erratic with year-to-year fluctuations, some of which may have been caused by survey anomalies. Still the number of master's degrees per 100 bachelor's degrees remained steady, generally remaining between 6 and 8. This pattern shifted upward during the 1920s as more bachelor's degree recipients sought master's degrees, and the ratio rose to 16 in 1931–32. The ratio rose rapidly immediately after World War II, especially compared to the relatively small number of bachelor's degrees awarded during the war years. The rise in master's degrees probably was influenced by veterans returning to college to complete their studies. The next period of dramatic growth began in the early 1960s when both the number of bachelor's degree recipients and the ratio of master's degrees per 100 bachelor's degrees began to rise. In 1969–70, there were 33 master's degrees per 100 bachelor's degrees awarded 2 years earlier. This ratio has remained fairly stable since that time period.

The number of master's degrees reached a peak of 317,000 in 1976–77 and then declined for several years. The former 1976–77 peak finally was exceeded in 1989–90 when 324,000 degrees were awarded.

The proportion of master's degrees awarded to women rose significantly after the turn of the century, reaching 26 percent in 1909–10. The proportion continued to increase during the teens and twenties, like the bachelor's degrees. However, there was little rise in the proportion of women receiving master's degrees during the 1930s. The proportion of degrees awarded to women fell during the 1940s, and by 1949–50, the proportion had fallen to 29 percent, partly as a result of the influx of veterans. Not until 1969–70 did the proportion of women reach 40 percent again, about the same as 1929–30. During the 1970s and 1980s, the proportion of degrees awarded to women continued to rise, reaching 53 percent in 1989–90.

Doctor's Degrees

The number of doctor's degrees conferred by U.S. colleges remained very small until the 1920s. While the number of doctor's degrees in relation to the number of bachelor's degrees rose somewhat during the late 1880s and 1890s, the doctor's degrees grew at a slower rate in the later years of the 19th century. During the 1920s, the number of doctor's degrees per 1,000 bachelor's degrees rose indicating that more people were pursuing advanced degrees after their bachelor's degrees. Also, more people were receiving bachelor's degrees which increased the size of the pool for potential graduate school students. As a function of these shifts, the number of doctor's degrees conferred in 1929–30 showed an increase of 274 percent compared to 1919–20.

During the 1930s, the number of doctor's degrees continued to rise, but at a slower rate. The ratio of doctor's to bachelor's degrees fell significantly during the 1930s and continued to fall during World War II. The lapse in time from bachelor's to doctor's degree also lengthened significantly during the postwar years, suggesting that many young people took time from their studies to serve during the war. The number of doctor's degrees continued to rise through the 1950s, but at much slower rate than the 1920s or 1940s. Also, the ratio of doctor's degrees to bachelor's degrees rose and then fell sharply. As in the lower levels of degrees, the 1960s brought a surge of interest in doctor's degrees. Not only did the absolute number of degrees rise by 204 percent between 1959–60 and 1969–70, but the ratio of doctor's degrees to 1,000 bachelor's degrees rose from 23 to 78. Also, the time-lapse from bachelor's degree to doctor's degree hit a low of 7.9 years, as short as any period measured except in 1919–20.

Through the 1970s, the number of doctor's degrees conferred fluctuated within a narrow range. The ratio of doctor's degrees per 1,000 bachelor's degrees fell sharply, and the average length of time to obtain the degree began to rise. The 1980s saw the average time to complete the doctor's degree lengthen to a record 10.5 years in 1987–88, 1988–89, and 1989–90. The number of these degrees per 1,000 bachelor's degrees held steady during the 1980s and actually rose slightly at the end of the decade. Because of the increases in the pool of graduate students, the number of doctor's degrees rose somewhat during the 1980s from 32,600 in 1979–80 to 38,200 in 1989–90.

Women generally have obtained a lower proportion of doctor's degrees than master's or bachelor's. Only a small number of doctor's degrees were awarded to women in the last 30 years of the 19th century, perhaps fewer than might be awarded by a large university in a single year today. The proportion of doctor's degrees awarded to women rose at an irregular rate between 1899–1900 and 1939–40, from 6 percent to 13 percent. After the war years, the proportion awarded to women fell. By 1970 the proportion of doctor's degrees awarded to women had reached 13 percent again. During the 1970s, more women began graduating from doctor's degree programs, and the proportion reached 30 percent by 1979-80. In 1989-90, about 36 percent of all doctor's degrees were earned by women.

First-Professional Degrees

Prior to 1960–61, separate figures on first-professional degrees did not exist because these programs were tabulated with the bachelor's degrees. In the late 18th and early 19th century, professional degrees frequently did not require attainment of a bachelor's degree before entrance into the programs. Since 1960–61, first professional degrees, such as degrees in law, medicine, and dentistry, have risen in a different pattern than other types of degrees (table 31). For example, first-professional degrees grew more rapidly during the 1970s than in the 1960s. In contrast to the increases of bachelor's, master's, and doctor's degrees, the number of first-professional degrees fell during the latter half of the 1980s.

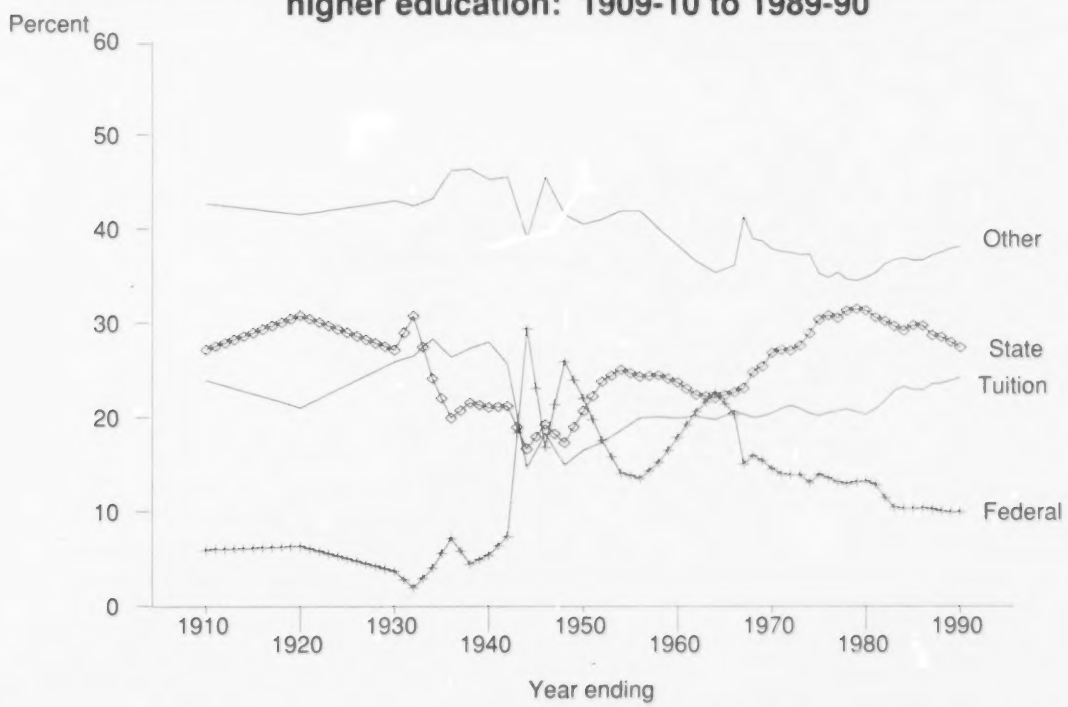
Over the past 30 years, the number of degrees awarded in law has grown much more rapidly than degrees conferred in medicine or dentistry. However, the number of degrees conferred in each of the three areas is down from peaks reached during the mid-1980s. The number of degrees in dentistry grew by 72 percent between 1959–60 and 1982–83, before falling dramatically by 27 percent between 1982–83 and 1989–90. The number of medical degrees rose by 128 percent between 1959–60 and 1984–85, and then fell 6 percent by 1989-90. The number of degrees conferred in law rose the most rapidly with an increase of 306 percent between 1959–60 and 1984–85, but since then the number of law degrees has fluctuated at a slightly lower level.

One of the most significant trends in first-professional degrees has been the dramatic increase in the portion of degrees earned by women. In 1959–60, women received 1 percent of the dentistry degrees, 6 percent of the medical degrees, and only 2 percent of the law degrees. The number of women earning degrees in these fields rose rapidly, particularly during the 1970s. In 1989–90 women accounted for 31 percent of the dentistry degrees, 34 percent of the degrees in medicine, and 42 percent of the degrees in law.

Revenues for Higher Education

Although there have been huge increases in the total revenues for higher education during the 20th century, the sources of the funds have shown relatively stable patterns. For example, the proportion of revenues from tuition and fees was 24 percent in 1909–10 and in 1989–90. However, there have been some significant shifts through the period, notably during World War II (table 33).

Figure 20.--Sources of current-fund revenue for institutions of higher education: 1909-10 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner; Biennial Survey of Education in the United States; Financial Statistics of Institutions of Higher Education; Digest of Education Statistics, 1992;* and unpublished data.

From 1909–10 to 1939–40, revenue sources evolved slowly. The proportion of revenues from tuition dropped slightly during the teens and then rose to 26 percent in 1929–30 and 28 percent in 1939–40. The proportion from federal sources fluctuated between 4 and 7 percent during this 30-year period. The proportion of revenues from state sources fluctuated around 30 percent between 1909–10 and 1931–32, and then fell significantly during the Great Depression of the 1930s. By the early 1940s, only 21 percent of revenues came from the state governments. The proportion of revenues from endowments fell from 16 percent in 1909–10 to 10 percent in 1939–40. Part of this drop may have been due to the rapidly rising number of institutions. The new schools usually did not have the resources of some of the older, well-established institutions. Also the stock market crash of 1929 and the ensuing depression dampened revenues from endowments. One significant rise during the early part of the century was in income from auxiliary enterprises, which rose from 12 percent of all revenues in 1909–10 to 20 percent of all revenues in 1939–40.

The war years were marked by an increase in federal funding of higher education. Some of this funding was earmarked for research, and some was for training programs specifically contracted by the federal government. After the war, the proportion of revenues coming from the federal government began to decline, dipping to 14 percent in 1955–56. After some rises during the early 1960s, the proportion of revenues from the federal government began a long, slow slide to 10 percent in 1989–90. In contrast, the proportion of revenues from state sources increased in the 1950s, 1960s, and 1970s, but dipped slightly in the 1980s. The percent of revenues from local government has fluctuated between 2 and 4 percent since World War II. Similarly, the proportions of revenues from endowments and from private gifts, grants, and contracts have shown only small fluctuations during the postwar period. One significant shift in college finances of the postwar period has been the steady increase in revenues from university hospitals. Between 1949–50 and 1989–90, the proportion of revenues rose from 5 percent in 1949–50 to 9 percent in 1989–90. This increase occurred during the 1970s and 1980s, after falling in the early part of the postwar period.

Expenditures

In the 60-year period between 1929–30 and 1989–90, there were several significant developments in the expenditure patterns of colleges and universities. Although changes in definitions and data collection procedures sometimes hamper direct comparisons, there appears to have been some increase in the proportion of expenditures for administration, research, and university hospitals, and a decline in the proportion of expenditures for instruction, auxiliary enterprises, and plant operation and maintenance. However, these shifts have not been consistent over the 60-year period (table 24).

Administrative and general expenditures as a percent of current-fund expenditures rose slowly throughout the 1929–30 to 1989–90 period. In 1929–30, administrative expenditures accounted for about 8 percent of college budgets, but they increased to 10 percent in 1959–60 and 14 percent in 1989–90. The administrative costs rose most rapidly in the 1960s while changes in most of the other decades amounted to about 1 percentage point or less.

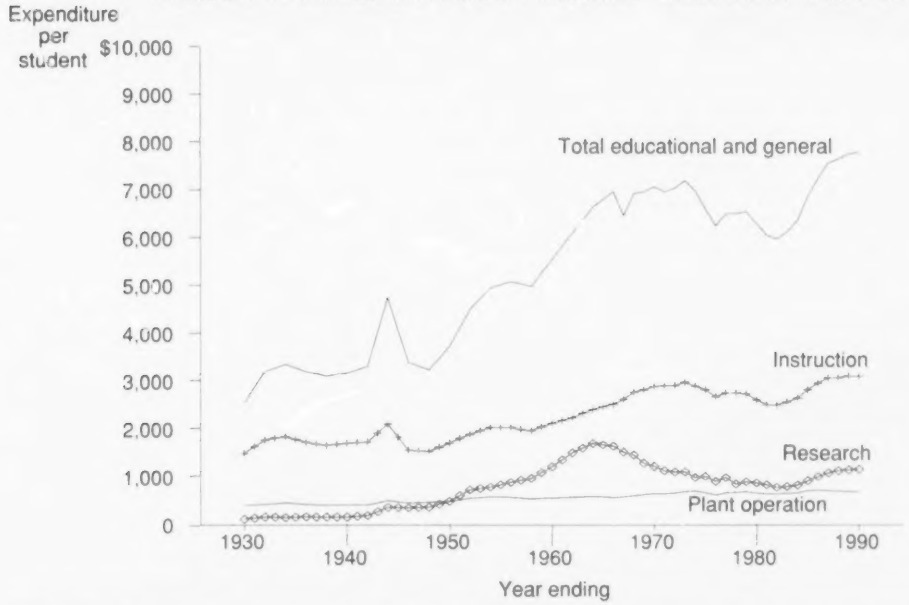
One of the most rapidly growing areas of college budgets in recent years has been university hospitals. When data were first tabulated separately in 1966–67, university hospitals accounted for 2 percent of the budget. Hospitals accounted for 8 percent of the budget in 1979–80 and 9 percent in 1989–90.

The proportion of college budgets for instruction is lower now than in 1929–30, but most of the change occurred during the 1930s and 1940s. Between 1929–30 and 1949–50, the share of college budgets for instruction fell from 44 percent to 35 percent. In the following 40 years, the proportion dipped slightly, reaching 31 percent in 1989–90.

Although there have been significant fluctuations, the proportion of college budgets spent on plant operation and maintenance has fallen over the 60-year period. The share of college budgets for plant operation and maintenance fell from 12 percent in 1929–30 to 10 percent in 1939–40. Between 1939–40 and 1943–44, there was a further drop to 8 percent, likely caused by conservation policies prompted by the war. After jumping to 10 percent again after the war, the proportion of funds for plant operation and maintenance fell to 7 percent through the late 1960s. In the early 1970s, partly due to the sharply higher costs of energy, the plant operation share returned to 8 percent. In the latter part of the 1980s, the proportion fell to 7 percent.

The part of the college budget that goes to auxiliary enterprises such as residence halls, food service, and sports arenas has fallen through much of the 60-year period. These auxiliary enterprises rose from 17 percent of the budget in 1931–32 to 23 percent in 1947–48. But during the 1950s and the 1960s, the proportion fell steadily. After stabilizing in the 1970s, the proportion dipped slightly again to about 10 percent in 1989–90. At least part of this shift may be attributed to the increased popularity of 2-year colleges, which have lower spending on auxiliary enterprises compared to 4-year colleges with larger numbers of students living on campus.

Figure 21.--Expenditures of institutions of higher education per student in constant 1990-91 dollars: 1929-30 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner; Biennial Survey of Education in the United States; Financial Statistics of Institutions of Higher Education;* and Integrated Postsecondary Education Data System (IPEDS) "Finance" survey.

Another way of examining college and university expenditures is to look at per student spending. After adjustment for inflation, expenditures per student have risen in nearly every decade since 1929–30. Because consistent data on full-time-equivalent enrollment were not available for this historical analysis, data on total head-count enrollment were used instead. Because of the rising proportion of students attending college part-time, the use of total enrollment makes the expenditure per student percentage changes lower than they would have been if more precise FTE enrollment data had been used.

Educational and general spending on a per student basis held up remarkably well during the Great Depression of the 1930s, even registering a 25 percent increase. Per student expenditures rose a further 18 percent during the 1940s. The 1950s saw the most rapid growth. The large 49 percent increase in expenditures per student may be partly attributed to the enrollment drop during the early part of the decade when the high expenditures of the immediate postwar years remained steady. Expenditures per student rose a further 27 percent during the 1960s, but dropped 11 percent in the 1970s. The drops were particularly notable during the years with the highest inflation rates. During the 1980s, the expenditures per student rose a further 24 percent reaching an all time record of $7,799 per student in 1989–90.

Endowment and Physical Plant

Endowment funds and physical plant value are long-term assets that can be used to analyze institutional resources. Physical plant value measures the book value of land, buildings, and equipment owned by colleges and universities. Endowment funds are economic resources that are acquired by colleges through donations or deliberate transfers from current operating funds. The principal of the endowment is maintained in investments while the interest is diverted to fund special programs, such as faculty members in specific disciplines, or student aid, or scholarships for particular categories of students.

Endowments at colleges represent a sizeable economic resource amounting to $68 billion in 1989–90. Endowment funds are deposited in a variety of investments, including relatively volatile ones like stocks. Thus, their value tends to fluctuate more over time than other types of higher education finances. When examined on a per student basis, there was a drop in the book value of the endowments per student between the mid-1930s and the early 1950s. A more reliable indicator of market value of endowment became available in the mid-1960s. Market value of

endowment takes into account unrealized losses and gains in the value of the investments. The market value data indicate a continuing drop in value per student through the early 1980s. Some of this may be attributed to the rapid growth of new public colleges, especially 2-year colleges, which generally have either no or small endowments. During the 1980s, the market value of endowment per student rose a dramatic 71 percent. Some of this may be due to favorable stock market performances, as well as to institutional drives to boost endowments even at public colleges.

The plant value data must be interpreted with caution since the book value of buildings or land may differ considerably from their replacement value. After adjustment for student enrollment and inflation, it appears that plant fund value per student generally is lower now than in the late 1960s and early 1970s. Some of this may be attributed to the growth in the enrollment of 2-year colleges which accounted for 38 percent of students in 1989 compared to 26 percent of students in 1969. Two-year colleges generally have lower physical plant value per student than 4-year colleges because relatively few students live on campus, and equipment and land holdings are generally less extensive. Property value per student remained stable during the 1980s after adjustment for student enrollment and inflation. Like other expenditure-per-student measures, the use of total enrollment rather than FTE enrollment tends to depress percentage changes.

The 20th century has been a period of dynamic growth for higher education institutions. Colleges have evolved from institutions largely limited to the social elite to much more egalitarian institutions attended today by nearly two out of three high school graduates. Colleges showed particularly strong growth during the late teens and in the twenties, fifties, sixties and eighties. The missions of colleges have evolved with the times as has the student composition. College enrollments, degrees, and finances are now at record highs.

Table 23.—Historical summary of higher education statistics: 1869–70 to 1989–90

Item	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	1959–60	1969–70	1979–80	1987–88	1988–89	1989–90
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total institutions[1]	**563**	**811**	**998**	**977**	**951**	**1,041**	**1,409**	**1,708**	**1,851**	**2,004**	**2,525**	**3,152**	**3,587**	**3,565**	**3,535**
Professional staff[2]	[3]5,553	[3]11,522	[3]15,809	23,868	36,480	48,615	—	146,929	246,722	380,554	—	—	1,437,975	—	1,531,071
Male	[3]4,887	[3]7,328	[3]12,704	19,151	29,132	35,807	—	106,328	186,189	296,773	—	—	850,451	—	880,766
Female	[3]666	[3]4,194	[3]3,105	4,717	7,348	12,808	—	40,601	60,533	83,781	—	—	587,524	—	650,305
Instructional staff[4]	—	—	—	—	—	—	82,386	110,885	190,353	281,506	551,000	—	954,534	—	987,518
Total fall enrollment[5]	62,839	115,850	156,756	237,592	355,430	597,880	1,100,737	1,494,203	2,444,900	3,639,847	8,004,660	11,569,899	12,766,642	13,055,337	13,538,560
Male	[3]49,467	[3]77,994	[3]100,453	152,254	[3]214,779	314,938	619,935	893,250	1,721,572	2,332,617	4,746,201	5,682,877	5,932,056	6,001,896	6,190,015
Female	[3]13,372	[3]37,856	[3]56,303	85,338	[3]140,651	282,942	480,802	600,953	723,328	1,307,230	3,258,459	5,887,022	6,834,586	7,053,441	7,348,545
Earned degrees conferred															
Associate, total	—	—	—	—	—	—	—	—	—	—	206,023	400,910	435,085	436,764	[6]454,679
Male	—	—	—	—	—	—	—	—	—	—	117,432	183,737	190,047	186,316	[6]191,072
Female	—	—	—	—	—	—	—	—	—	—	88,591	217,173	245,038	250,448	[6]263,607
Bachelor's,[7] total	9,371	12,896	15,539	27,410	37,199	48,622	122,484	186,500	432,058	392,440	792,317	929,417	994,829	1,018,755	[6]1,049,657
Male	7,993	10,411	12,857	22,173	28,762	31,980	73,615	109,546	328,841	254,063	451,097	473,611	477,203	483,346	[6]491,488
Female	1,378	2,485	2,682	5,237	8,437	16,642	48,869	76,954	103,217	138,377	341,220	455,806	517,326	535,409	[6]558,169
Master's,[8] total	—	879	1,015	1,583	2,113	4,279	14,969	26,731	58,183	74,435	208,291	298,081	299,317	310,621	[6]323,844
Male	—	868	821	1,280	1,555	2,985	8,925	16,508	41,220	50,898	125,624	150,749	145,163	149,354	[6]153,643
Female	—	11	194	303	558	1,294	6,044	10,223	16,963	23,537	82,667	147,332	154,154	161,267	[6]170,201
First-professional,[7] total	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	34,578	70,131	70,735	70,856	[6]70,980
Male	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	32,794	52,716	45,484	45,046	[6]44,002
Female	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	(7)	1,784	17,415	25,251	25,810	[6]26,978
Doctor's, total	1	54	149	382	443	615	2,299	3,290	6,420	9,829	29,912	32,615	34,870	35,720	[6]38,238
Male	1	51	147	359	399	522	1,946	2,861	5,804	8,801	25,890	22,943	22,615	22,648	[6]24,371
Female	0	3	2	23	44	93	353	429	616	1,028	4,022	9,672	12,255	13,072	[6]13,867
Finances, in thousands															
Current-fund revenue[9]	—	—	—	—	$76,883	$199,922	$554,511	$715,211	$2,374,645	$5,785,537	$21,515,242	$58,519,982	$117,340,109	$128,501,638	[6]139,635,477
Educational and general income	—	—	$21,464	$35,084	67,917	172,929	494,092	538,511	1,751,393	4,593,485	17,144,194	46,534,023	91,863,743	100,598,033	[6]109,241,902
Current-fund expenditures[9]	—	—	—	—	—	—	507,142	674,688	2,245,661	5,601,376	21,043,110	56,913,588	113,786,476	123,867,184	[6]134,655,571
Educational and general expenditures	—	—	—	—	—	—	377,903	521,990	1,706,444	4,685,258	16,845,210	44,542,843	89,157,430	96,803,377	[6]105,585,076
Value of physical property	—	—	95,426	253,599	457,954	747,333	2,065,049	2,753,780	4,799,964	13,548,548	42,093,580	83,733,387	133,228,717	142,425,392	155,401,508
Endowment funds[9]	—	—	78,788	194,998	323,661	569,071	1,372,068	[10]1,686,283	2,601,223	[10]5,322,080	[10]10,837,343	[10]18,561,472	—	—	—

[1] Prior to 1979–80, excludes branch campuses.
[2] Total number of different individuals (not reduced to full-time equivalent). Beginning in 1959–60, data are for the first term of the academic year.
[3] Estimated.
[4] Includes all faculty, instructors and above, and research assistants.
[5] Data for 1869–70 to 1939–40 are for resident degree-credit students who enrolled at any time during the academic year.
[6] Preliminary data.
[7] From 1869–70 to 1959–60, first-professional degrees included under bachelor's degrees.
[8] Figures for years prior to 1969–70 are not precisely comparable with later data.
[9] Book value. Includes annuity funds.
[10] Endowment funds only.

—Data not available.

NOTE.—Beginning in 1959–60, includes Alaska and Hawaii. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States; Education Directory, Colleges and Universities; Faculty and Other Professional Staff in Institutions of Higher Education; Fall Enrollment in Colleges and Universities; Earned Degrees Conferred; Financial Statistics of Institutions of Higher Education;* and "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment," "Completions," and "Finance" surveys. (This table was prepared November 1992.)

Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution: 1869–70 to fall 1991

[In thousands]

Year	Total enrollment	Enrollment as a percent of 18- to 24-year-old population	Male	Female	Full-time	Part-time	4-year	2-year	Public institutions			Private institutions		
									Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1869–70	63	1.3	49	13	—	—	—	—	—	—	—	—	—	—
1879–80	116	1.6	78	38	—	—	—	—	—	—	—	—	—	—
1889–90	157	1.8	100	56	—	—	—	—	—	—	—	—	—	—
1899–1900	238	2.3	152	85	—	—	—	—	—	—	—	—	—	—
1904–05	264	2.3	—	—	—	—	—	—	—	—	—	—	—	—
1909–10	355	2.8	215	141	—	—	—	—	—	—	—	—	—	—
1910–11	354	2.8	—	—	—	—	—	—	—	—	—	—	—	—
1911–12	356	2.8	—	—	—	—	—	—	—	—	—	—	—	—
1912–13	361	2.8	—	—	—	—	—	—	—	—	—	—	—	—
1913–14	379	2.9	—	—	—	—	—	—	—	—	—	—	—	—
1914–15	404	3.1	—	—	—	—	—	—	—	—	—	—	—	—
1915–16	441	3.3	—	—	—	—	—	—	—	—	—	—	—	—
1917–18	441	3.4	—	—	—	—	—	—	—	—	1	—	—	3
1919–20	598	4.7	315	283	—	—	—	—	—	—	3	—	—	5
1921–22	681	5.2	—	—	—	—	—	—	—	—	5	—	—	7
1923–24	[2]823	6.1	—	—	—	—	—	—	—	—	9	—	—	11
1925–26	941	6.7	—	—	—	—	—	—	—	—	14	—	—	13
1927–28	1,054	7.2	—	—	—	—	—	—	—	—	28	—	—	16
1929–30	1,101	7.2	620	481	—	—	—	—	531	—	37	—	—	19
1931–32	1,154	7.4	667	487	—	—	1,069	85	582	523	59	572	546	26
1933–34	1,055	6.7	616	440	—	—	977	78	530	474	56	525	503	23
1935–36	1,208	7.6	710	499	—	—	1,106	102	614	544	71	594	562	32
1937–38	1,351	8.4	804	547	—	—	1,229	122	689	607	82	661	622	39
1939–40	1,494	9.1	893	601	—	—	1,344	150	797	689	108	698	655	42
1941–42	1,404	8.4	819	585	—	—	1,263	141	732	631	101	672	631	40
1943–44	1,155	6.8	579	576	—	—	1,066	89	571	511	61	584	556	28
1945–46	1,677	10.0	928	749	—	—	1,520	156	834	724	110	843	796	47
Fall 1946	2,078	12.5	1,418	661	—	—	—	—	—	—	—	—	—	—
Fall 1947	2,338	14.2	1,659	679	—	—	2,116	222	1,152	989	163	1,186	1,127	59
Fall 1948	2,403	14.7	1,709	694	—	—	2,192	211	1,186	1,032	154	1,218	1,161	57
Fall 1949	2,445	15.2	1,722	723	—	—	2,216	229	1,207	1,036	171	1,238	1,179	58
Fall 1950	2,281	14.3	1,560	721	—	—	2,064	217	1,140	972	168	1,142	1,092	50
Fall 1951	2,102	13.4	1,391	711	—	—	1,902	200	1,038	882	156	1,064	1,020	44
Fall 1952	2,134	13.8	1,380	754	—	—	1,896	238	1,101	910	192	1,033	986	47
Fall 1953	2,231	14.7	1,423	808	—	—	1,973	258	1,186	976	210	1,045	997	48
Fall 1954	2,447	16.2	1,563	883	—	—	2,164	282	1,354	1,112	241	1,093	1,052	41
Fall 1955	2,653	17.7	1,733	920	—	—	2,345	308	1,476	1,211	265	1,177	1,134	43
Fall 1956	2,918	19.5	1,911	1,007	—	—	2,571	347	1,656	1,359	298	1,262	1,212	50
Fall 1957	3,324	22.0	2,171	1,153	—	—	—	—	1,973	—	—	1,351	—	—
Fall 1959	3,640	23.8	2,333	1,307	—	—	—	—	2,181	—	—	1,459	—	—
Fall 1961	4,145	23.6	2,586	1,559	—	—	—	—	2,561	—	—	1,584	—	—

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Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution:—Continued
1869–70 to fall 1991

[In thousands]

Year	Total enrollment	Enrollment as a percent of 18– to 24–year-old population [1]	Male	Female	Full-time	Part-time	4-year	2-year	Public institutions			Private institutions		
									Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fall 1963	4,780	27.7	2,962	1,818	3,184	1,596	3,929	850	3,081	2,341	740	1,698	1,588	111
Fall 1964	5,280	28.7	3,249	2,031	3,573	1,707	4,291	989	3,468	2,593	875	1,812	1,698	114
Fall 1965	5,921	29.8	3,630	2,291	4,096	1,825	4,748	1,173	3,970	2,928	1,041	1,951	1,820	132
Fall 1966	6,390	30.7	3,856	2,534	4,439	1,951	5,064	1,326	4,349	3,160	1,189	2,041	1,904	137
Fall 1967	6,912	32.2	4,133	2,779	4,793	2,119	5,399	1,513	4,816	3,444	1,372	2,096	1,955	141
Fall 1968	7,513	34.1	4,478	3,035	5,210	2,303	5,721	1,792	5,431	3,784	1,646	2,082	1,937	146
Fall 1969	8,005	35.0	4,746	3,258	5,499	2,506	5,937	2,068	5,897	3,963	1,934	2,108	1,975	133
Fall 1970	8,581	35.8	5,044	3,537	5,816	2,765	6,262	2,319	6,428	4,233	2,195	2,153	2,029	124
Fall 1971	8,949	35.3	5,207	3,742	6,077	2,871	6,369	2,579	6,804	4,347	2,457	2,144	2,022	122
Fall 1972	9,215	35.8	5,239	3,976	6,072	3,142	6,459	2,756	7,071	4,430	2,641	2,144	2,029	115
Fall 1973	9,602	36.5	5,371	4,231	6,189	3,413	6,590	3,012	7,420	4,530	2,890	2,183	2,060	122
Fall 1974	10,224	37.9	5,622	4,601	6,370	3,853	6,820	3,404	7,989	4,703	3,285	2,235	2,117	119
Fall 1975	11,185	40.3	6,149	5,036	6,841	4,344	7,215	3,970	8,835	4,998	3,836	2,350	2,217	134
Fall 1976	11,012	38.8	5,811	5,201	6,717	4,295	7,129	3,883	8,653	4,902	3,752	2,359	2,227	132
Fall 1977	11,286	39.0	5,789	5,497	6,793	4,493	7,243	4,043	8,847	4,945	3,902	2,439	2,298	141
Fall 1978	11,260	38.3	5,641	5,619	6,668	4,592	7,232	4,028	8,786	4,912	3,874	2,474	2,319	155
Fall 1979	11,570	38.8	5,683	5,887	6,794	4,776	7,353	4,217	9,037	4,980	4,057	2,533	2,373	160
Fall 1980	12,097	40.2	5,874	6,223	7,098	4,999	7,571	4,526	9,457	5,129	4,329	2,640	2,442	[3] 198
Fall 1981	12,372	41.0	5,975	6,397	7,181	5,190	7,655	4,716	9,647	5,166	4,481	2,725	2,489	[3] 236
Fall 1982	12,426	41.4	6,031	6,394	7,221	5,205	7,654	4,772	9,696	5,176	4,520	2,730	2,478	252
Fall 1983	12,465	42.0	6,024	6,441	7,261	5,204	7,741	4,723	9,683	5,223	4,459	2,782	2,518	264
Fall 1984	12,242	42.0	5,864	6,378	7,098	5,144	7,711	4,531	9,477	5,198	4,279	2,765	2,513	252
Fall 1985	12,247	43.0	5,818	6,429	7,075	5,172	7,716	4,531	9,479	5,210	4,270	2,768	2,506	261
Fall 1986	12,504	45.1	5,885	6,619	7,120	5,384	7,824	4,680	9,714	5,300	4,414	2,790	2,524	[4] 266
Fall 1987	12,767	47.1	5,932	6,835	7,231	5,536	7,990	4,776	9,973	5,432	4,541	2,793	2,558	[4] 235
Fall 1988	13,055	49.0	6,002	7,053	7,437	5,619	8,180	4,875	10,161	5,546	4,615	2,894	2,634	260
Fall 1989	13,539	51.4	6,190	7,349	7,661	5,878	8,388	5,151	10,578	5,694	4,884	2,961	2,693	267
Fall 1990 [5]	13,710	51.1	6,239	7,472	7,780	5,930	8,529	5,181	10,741	5,803	4,938	2,970	2,726	243
Fall 1991 [6]	14,157	53.7	6,405	7,752	8,031	6,126	—	—	11,174	—	—	2,983	—	—

[1] Population ratio data are based on persons 18 to 24 years old, as of July 1 prior to the opening of school, except for 1899–1900 which is based on July 1 population after the closing of school in June. Population data through 1959 are total population, including armed forces overseas. Data for 1960 to 1991 are resident population. Many students are over age 24, particularly in the later years. In fall 1990, about 44 percent of college students were over age 24.

[2] Data for 1923–24 and previous years based on U.S. Office of Education, *Education for Victory*, vol. 3, no. 6, 1944.

[3] Large increases are due to the addition of schools accredited by the National Association of Trade and Technical Schools in 1980 and 1981.

[4] Because of imputation techniques, data are not consistent with figures for other years.

[5] Preliminary data.

[6] Preliminary estimate.

—Data not available.

NOTE.—Prior to 1970, data for 2–year branch campuses of 4–year institutions are included with the 4–year institutions. Data for 1869–70 through fall 1956 are degree-credit enrollment. Data for later years include degree-credit and non-degree-credit enrollment. Data for 1869–70 through 1945–46 are cumulative enrollment for the entire academic year. Beginning in fall 1960, data include Alaska and Hawaii.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; and U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*. (This table was prepared September 1992.)

Table 25.—Enrollment in institutions of higher education, by state: 1869–70 to fall 1990

State	Academic year degree-credit enrollment								Total enrollment					
	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	Fall 1959	Fall 1969	Fall 1979	Fall 1989	Fall 1990
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	**62,839**	**115,850**	**156,756**	**237,592**	**355,430**	**597,880**	**1,100,737**	**1,494,203**	**2,444,900**	**3,639,847**	**8,004,660**	**11,569,899**	**13,538,560**	**13,710,150**
Alabama	560	2,250	3,003	—	4,802	6,421	15,290	19,987	31,760	46,397	97,816	159,784	208,562	217,550
Alaska	0	0	0	—	0	0	86	268	328	3,074	7,514	20,052	28,627	29,833
Arizona	0	0	31	—	407	1,357	3,742	5,969	13,144	33,121	97,692	188,976	252,625	264,735
Arkansas	80	709	454	—	2,343	2,900	6,445	10,928	19,445	24,371	51,530	74,453	88,572	90,425
California	1,790	2,155	3,209	—	11,394	24,257	69,087	120,290	200,447	507,302	1,149,148	1,698,788	1,802,884	1,769,997
Colorado	0	195	402	—	4,601	6,050	11,290	17,376	35,063	45,745	111,893	156,100	201,114	227,131
Connecticut	1,173	1,775	2,688	—	4,917	5,403	9,183	12,860	32,105	49,082	114,419	156,067	169,438	168,530
Delaware	188	96	169	—	225	498	711	1,118	3,441	6,783	23,012	32,308	40,562	42,004
District of Columbia	1,587	920	2,536	—	4,710	9,564	15,944	22,319	37,454	49,518	77,886	87,855	79,800	80,669
Florida	238	39	185	—	650	1,794	5,857	11,473	36,093	70,788	218,303	395,233	578,123	538,389
Georgia	957	2,990	3,366	—	6,283	9,442	15,838	23,229	39,094	49,054	117,198	178,017	242,289	251,810
Hawaii	0	0	0	—	0	198	1,005	2,730	4,822	9,769	33,586	48,994	54,188	53,772
Idaho	0	0	0	—	724	2,322	3,812	6,615	8,266	12,579	31,450	40,661	48,969	51,881
Illinois	3,992	7,075	11,512	—	29,069	48,649	81,701	107,074	151,622	193,680	425,002	613,874	709,952	729,246
Indiana	3,367	5,812	7,652	—	16,477	20,044	26,118	37,065	70,363	93,549	185,290	228,397	275,821	283,015
Iowa	1,644	3,269	4,863	—	11,146	19,994	23,688	29,753	44,045	54,253	106,063	132,599	169,901	170,515
Kansas	466	952	2,723	—	9,409	16,437	21,326	27,244	37,061	50,775	104,568	133,360	158,497	163,375
Kentucky	2,097	3,945	4,779	—	7,061	7,048	16,877	22,414	32,455	45,360	97,243	135,179	166,014	177,852
Louisiana	1,097	851	2,389	—	3,883	4,829	11,180	25,996	35,641	54,958	114,995	153,812	180,202	186,599
Maine	957	1,556	1,554	—	2,994	3,221	4,659	6,092	9,507	12,320	30,498	42,912	58,230	57,186
Maryland	1,715	3,601	3,162	—	5,211	7,430	13,084	18,557	36,570	59,267	135,712	218,447	254,533	259,700
Massachusetts	3,007	6,256	10,255	—	19,792	33,138	54,424	57,772	102,351	134,589	285,709	396,267	426,476	418,874
Michigan	2,445	2,812	6,039	—	14,967	21,833	44,144	60,961	101,390	160,313	366,568	503,839	560,320	569,803
Minnesota	675	1,170	2,787	—	9,724	18,102	24,884	34,647	50,709	73,013	158,359	193,830	253,097	253,789
Mississippi	251	1,527	1,989	—	3,298	4,521	10,070	14,019	19,695	34,501	68,594	100,272	116,370	122,883
Missouri	2,668	5,657	7,606	—	14,844	21,031	31,458	40,393	65,183	80,564	174,486	221,088	278,505	289,407
Montana	0	0	37	—	612	2,048	3,897	6,685	8,622	12,408	28,868	31,906	37,660	35,876
Nebraska	102	411	1,305	—	7,630	10,565	15,685	16,579	22,024	31,776	65,239	86,446	108,844	112,831
Nevada	0	35	52	—	235	430	1,046	1,267	1,775	3,964	12,746	35,935	56,471	61,728
New Hampshire	491	655	651	—	1,713	3,505	4,846	5,897	9,069	12,624	28,114	42,112	59,081	59,510
New Jersey	1,449	1,711	2,314	—	4,731	5,596	14,662	20,515	45,562	84,579	188,810	312,460	314,091	323,947
New Mexico	0	0	22	—	342	2,562	2,635	4,950	9,592	17,125	41,478	56,487	81,350	85,596
New York	7,869	16,767	19,482	—	31,482	64,727	156,730	195,596	312,971	376,508	728,379	970,286	1,029,518	1,035,323
North Carolina	885	2,396	2,311	—	6,898	9,109	18,901	32,118	45,195	68,500	161,038	269,065	345,502	351,990
North Dakota	0	0	60	—	1,382	4,161	6,891	8,332	8,673	14,448	29,830	31,904	40,404	37,878
Ohio	5,207	8,796	9,965	—	17,584	36,779	66,985	84,367	137,743	169,762	358,892	463,310	550,720	554,787
Oklahoma	0	0	0	—	4,942	11,671	22,770	32,908	45,401	57,836	106,269	152,683	175,855	173,221
Oregon	368	768	849	—	2,920	7,929	11,796	16,141	25,588	41,630	110,780	154,597	161,822	166,641
Pennsylvania	8,085	12,845	15,562	—	32,813	44,098	78,086	83,401	151,218	193,967	393,518	481,347	610,479	604,060
Rhode Island	217	392	500	—	1,604	2,189	4,262	5,425	13,841	19,915	42,788	64,435	76,503	78,273

Table 25.—Enrollment in institutions of higher education, by state: 1869–70 to fall 1990—Continued

State	Academic year degree-credit enrollment								Total enrollment					
	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1939–40	1949–50	Fall 1959	Fall 1969	Fall 1979	Fall 1989	Fall 1990
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	381	1,069	1,774	—	5,152	5,246	10,666	15,914	23,038	30,875	62,320	131,459	145,730	159,302
South Dakota	0	0	677	—	1,763	4,676	6,113	6,583	8,157	14,621	30,908	31,294	32,666	34,208
Tennessee	1,663	4,872	5,531	—	8,134	9,219	20,496	25,253	39,748	59,887	127,568	199,902	218,866	226,238
Texas	421	1,929	2,441	—	8,344	23,490	46,703	74,552	129,477	185,518	407,918	676,047	879,335	901,437
Utah	296	55	141	—	1,102	2,313	7,127	13,043	22,380	34,903	81,540	88,608	114,815	121,303
Vermont	759	782	896	—	1,245	1,813	2,442	3,975	7,767	9,571	21,964	29,550	35,946	36,398
Virginia	2,408	3,178	4,273	—	6,540	10,738	19,316	26,156	37,393	57,511	138,561	270,599	344,284	353,442
Washington	0	138	84	—	4,524	10,675	17,903	26,226	43,093	65,018	170,107	303,469	255,760	263,278
West Virginia	325	973	1,174	—	2,708	4,334	11,632	14,444	22,834	28,838	62,052	81,335	82,455	84,790
Wisconsin	1,255	2,659	3,293	—	10,763	20,159	23,758	33,135	49,678	73,556	190,496	255,907	291,966	299,774
Wyoming	0	0	9	—	125	375	1,177	2,264	3,817	6,371	14,115	19,490	29,159	31,326
U.S. Service Schools	—	—	—	—	1,211	2,990	3,400	4,326	7,340	13,411	15,828	18,102	55,607	48,023

—Data not available.

NOTE.—National totals exclude data for Utah in 1869–70 and 1879–80, and Washington in 1879–80. Beginning in 1959–60, data include Alaska and Hawaii.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Report of the Commissioner of Education, Biennial Survey of Education in the United States; Total Enrollment in Institutions of Higher Education, First Term, 1959–60; Fall Enrollment in Institutions of Higher Education*; and Integrated Postsecondary Education Data System, "Fall Enrollment" survey. (This table was prepared September 1992.)

Table 26.—Number and professional employees of institutions of higher education: 1869–70 to 1991–92

Year	Number of institutions[1]							Number of medical schools[2]	Number of dental schools[2]	Professional staff			Instructional staff[3]
	Total	4-year colleges			2-year colleges					Total	Male	Female	
		Total	Public	Private	Total	Public	Private						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1869–70	563	—	—	—	—	—	—	75	10	5,553	4,887	666	—
1879–80	811	—	—	—	—	—	—	100	14	11,522	7,328	4,194	—
1889–90	998	—	—	—	—	—	—	133	31	15,809	12,704	3,105	—
1899–1900	977	—	—	—	—	—	—	160	57	23,868	19,151	4,717	—
1909–10	951	—	—	—	—	—	—	131	54	36,480	29,132	7,348	—
1915–16	—	—	—	—	—	—	—	95	49	—	—	—	—
1917–18	980	934	—	—	46	14	32	90	46	—	—	—	—
1919–20	1,041	989	—	—	52	10	42	85	46	48,615	35,807	12,808	—
1921–22	1,162	1,082	—	—	80	17	63	81	45	—	—	—	56,486
1923–24	1,295	1,163	—	—	132	39	93	79	43	—	—	—	63,999
1925–26	1,377	1,224	—	—	153	47	106	79	44	—	—	—	70,674
1927–28	1,410	1,162	—	—	248	114	134	80	40	—	—	—	76,080
1929–30	1,409	1,132	—	—	277	129	148	76	38	—	—	—	82,386
1931–32	1,478	1,136	—	—	342	159	183	76	38	100,789	71,680	29,109	88,172
1933–34	1,418	1,096	—	—	322	152	170	77	39	108,873	78,369	30,504	86,914
1935–36	1,628	1,213	—	—	415	187	228	77	39	121,036	86,567	34,469	92,580
1937–38	1,690	1,237	—	—	453	209	244	77	39	135,989	97,362	38,627	102,895
1939–40	1,708	1,252	—	—	456	217	239	77	39	146,929	106,328	40,601	110,885
1941–42	1,769	1,308	—	—	461	231	230	77	39	151,066	109,309	41,757	114,693
1943–44	1,650	1,237	—	—	413	210	203	77	39	150,980	106,254	44,726	105,841
1945–46	1,768	1,304	—	—	464	242	222	77	39	165,324	116,134	49,190	125,811
1947–48	1,788	1,316	—	—	472	242	230	77	40	223,660	164,616	59,044	174,204
1949–50	1,851	1,327	344	983	524	297	227	72	40	246,722	186,189	60,533	190,353
1950–51	1,852	1,312	341	971	540	295	245	72	40	—	—	—	—
1951–52	1,832	1,326	350	976	506	291	215	72	41	244,488	187,136	57,352	183,758
1952–53	1,882	1,355	349	1,006	527	290	237	72	41	—	—	—	—
1953–54	1,863	1,345	369	976	518	293	225	73	42	265,911	204,871	61,040	207,365
1954–55	1,849	1,333	353	980	516	295	221	72	42	—	—	—	—
1955–56	1,850	1,347	360	987	503	290	213	73	42	298,910	230,342	68,568	228,188
1956–57	1,878	1,355	359	996	523	297	226	75	43	—	—	—	—
1957–58	1,930	1,390	366	1,024	540	300	240	75	43	344,525	267,482	77,043	258,184
1958–59	1,947	1,394	366	1,028	553	307	246	76	43	—	—	—	—
1959–60	2,004	1,422	367	1,055	582	328	254	79	45	380,554	296,773	83,781	281,506
1960–61	2,021	1,431	368	1,063	590	332	258	79	46	—	—	—	—
1961–62	2,033	1,443	374	1,069	590	344	246	81	46	424,862	332,006	92,856	310,772
1962–63	2,093	1,468	376	1,092	625	364	261	81	46	—	—	—	—
1963–64	2,132	1,499	386	1,113	633	374	259	82	46	494,514	385,405	109,109	355,542
1964–65	2,175	1,521	393	1,128	654	406	248	81	45	—	—	—	—
1965–66	2,230	1,551	401	1,150	679	420	259	84	47	—	—	—	—
1966–67	2,329	1,577	403	1,174	752	477	275	83	47	646,264	—	—	445,484
1967–68	2,374	1,588	414	1,174	786	520	266	85	48	709,811	—	—	484,387
1968–69	2,483	1,619	417	1,202	864	594	270	84	48	—	—	—	—
1969–70	2,525	1,639	426	1,213	886	634	252	86	48	—	—	—	551,000
1970–71	2,556	1,665	435	1,230	891	654	237	89	48	—	—	—	574,592
1971–72	2,606	1,675	440	1,235	931	697	234	92	48	—	—	—	—
1972–73	2,665	1,701	449	1,252	964	733	231	97	51	881,665	639,251	242,414	652,517
1973–74	2,720	1,717	440	1,277	1,003	760	243	99	52	—	—	—	—
Including branch campuses													
1974–75	3,004	1,866	537	1,329	1,138	896	242	104	52	—	—	—	—
1975–76	3,026	1,898	545	1,353	1,128	897	231	107	56	—	—	—	—
1976–77	3,046	1,913	550	1,363	1,133	905	228	109	57	1,073,119	729,169	343,950	793,296
1977–78	3,095	1,938	552	1,386	1,157	921	236	109	57	—	—	—	—
1978–79	3,134	1,941	550	1,391	1,193	924	269	109	58	—	—	—	—
1979–80	3,152	1,957	549	1,408	1,195	926	269	112	58	—	—	—	—
1980–81	3,231	1,957	552	1,405	1,274	945	329	116	58	—	—	—	—
1981–82	3,253	1,979	558	1,421	1,274	940	334	119	59	—	—	—	—
1982–83	3,280	1,984	560	1,424	1,296	933	363	118	59	—	—	—	—
1983–84	3,284	2,013	565	1,448	1,271	916	355	119	60	—	—	—	—
1984–85	3,331	2,025	566	1,459	1,306	935	371	120	59	—	—	—	—
1985–86	3,340	2,029	566	1,463	1,311	932	379	120	59	—	—	—	—
1986–87	3,406	2,070	573	1,497	1,336	960	376	122	58	—	—	—	—
1987–88	3,587	2,135	599	1,536	1,452	992	460	122	57	1,437,975	850,451	587,524	954,534
1988–89	3,565	2,129	598	1,531	1,436	984	452	124	58	—	—	—	—
1989–90	3,535	2,127	595	1,532	1,408	968	440	124	57	1,531,071	880,766	650,305	987,518
1990–91	3,559	2,141	595	1,546	1,418	972	446	—	—	—	—	—	—
1991–92	3,601	2,157	599	1,558	1,444	999	445	—	—	—	—	—	—

[1] Data for 1869–70 through 1973–74 include main campuses only and exclude branch campuses. Data for later years include both main and branch campuses.

[2] Medical and dental schools are included, as appropriate, in columns 2 through 5.

[3] Includes regular faculty, junior faculty, and research assistants.

—Data not available.

NOTE.—Beginning in 1959–60, data include Alaska and Hawaii.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner; Biennial Survey of Education in the United States; Numbers and Characteristics of Employees in Institutions of Higher Education;* and *Digest of Education Statistics.* (This table was prepared October 1992.)

Table 27.—Number of permanent colleges and universities founded before 1860, by decade of founding and by state

State	Total before 1860	Before 1769	1770 to 1779	1780 to 1789	1790 to 1799	1800 to 1809	1810 to 1819	1820 to 1829	1830 to 1839	1840 to 1849	1850 to 1859
1	2	3	4	5	6	7	8	9	10	11	12
United States	**381**	**11**	**4**	**14**	**9**	**10**	**21**	**36**	**66**	**79**	**131**
Alabama	10	—	—	—	—	—	—	1	4	2	3
Alaska	(1)	—	—	—	—	—	—	—	—	—	—
Arizona	(1)	—	—	—	—	—	—	—	—	—	—
Arkansas	1	—	—	—	—	—	—	—	1	—	—
California	6	—	—	—	—	—	—	—	—	—	6
Colorado	(1)	—	—	—	—	—	—	—	—	—	—
Connecticut	5	1	—	—	—	—	—	1	3	—	—
Delaware	1	—	—	—	—	—	—	—	1	—	—
District of Columbia	3	—	—	1	—	—	—	1	—	—	1
Florida	2	—	—	—	—	—	—	—	—	—	2
Georgia	10	—	—	1	—	—	—	2	5	1	1
Hawaii	(1)	—	—	—	—	—	—	—	—	—	—
Idaho	(1)	—	—	—	—	—	—	—	—	—	—
Illinois	21	—	—	—	—	—	—	3	1	5	12
Indiana	17	—	—	—	—	1	1	2	3	5	5
Iowa	13	—	—	—	—	—	—	—	1	4	8
Kansas	3	—	—	—	—	—	—	—	—	—	3
Kentucky	9	—	—	1	1	—	2	1	—	1	3
Louisiana	3	—	—	—	—	—	—	1	1	—	1
Maine	4	—	—	—	1	—	2	—	1	—	—
Maryland	11	—	—	2	1	2	—	1	1	1	3
Massachusetts	18	1	—	1	1	2	—	2	4	2	5
Michigan	8	—	—	—	—	—	1	—	2	3	2
Minnesota	4	—	—	—	—	—	—	—	—	—	4
Mississippi	2	—	—	—	—	—	—	1	—	1	—
Missouri	15	—	—	—	—	—	2	1	3	2	7
Montana	(1)	—	—	—	—	—	—	—	—	—	—
Nebraska	(1)	—	—	—	—	—	—	—	—	—	—
Nevada	(1)	—	—	—	—	—	—	—	—	—	—
New Hampshire	2	1	—	—	—	—	—	—	1	—	—
New Jersey	8	2	—	1	—	—	1	—	—	—	4
New Mexico	(1)	—	—	—	—	—	—	—	—	—	—
New York	39	1	—	1	1	1	5	5	5	7	13
North Carolina	16	—	1	2	—	—	—	—	5	2	6
North Dakota	(1)	—	—	—	—	—	—	—	—	—	—
Ohio	30	—	—	—	—	2	1	3	6	8	10
Oklahoma	1	—	—	—	—	—	—	—	—	—	1
Oregon	5	—	—	—	—	—	—	—	—	3	2
Pennsylvania	44	2	1	3	1	—	3	6	6	9	13
Rhode Island	2	1	—	—	—	—	—	—	—	—	1
South Carolina	11	—	1	—	—	1	—	2	2	2	3
South Dakota	1	—	—	—	—	—	—	—	—	—	1
Tennessee	12	—	—	—	2	—	—	1	—	6	3
Texas	5	—	—	—	—	—	—	—	—	4	1
Utah	1	—	—	—	—	—	—	—	—	—	1
Vermont	7	—	—	1	1	1	1	1	2	—	—
Virginia	16	2	1	—	—	—	2	1	6	3	1
Washington	1	—	—	—	—	—	—	—	—	—	1
West Virginia	3	—	—	—	—	—	—	—	2	1	—
Wisconsin	11	—	—	—	—	—	—	—	—	7	4
Wyoming	(1)	—	—	—	—	—	—	—	—	—	—

[1] No permanent colleges founded prior to 1860.
—No permanent colleges reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Institutional Characteristics of Colleges and Universities, 1980–81," and unpublished data. (This table was prepared November 1992.)

BEST COPY AVAILABLE

Table 28.—Degrees conferred by institutions of higher education, by sex and level: 1869–70 to 1989–90

Year	Bachelor's degrees					Master's degrees (includes second-professional for years prior to 1959–60)				First-professional degrees			Doctor's degrees				
	Total	Male	Female	Per 1,000 persons 23 years old	Per 100 high school graduates 4 years earlier	Total	Male	Female	Per 100 bachelor's degrees 2 years earlier	Total	Male	Female	Total	Male	Female	Total lapse time in years, bachelor's to doctor's	Per 1,000 bachelor's degrees x-years earlier [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1869–70	[2] 9,371	[2] 7,993	[2] 1,378	—	—	—	—	—	—	[3]	[3]	[3]	1	1	0	—	—
1870–71	[2] 12,357	[2] 10,484	[2] 1,873	—	—	—	—	—	—	[3]	[3]	[3]	13	—	—	—	—
1871–72	[2] 7,852	[2] 6,626	[2] 1,226	—	—	794	—	—	8	[3]	[3]	[3]	14	—	—	—	—
1872–73	[2] 10,807	[2] 9,070	[2] 1,737	—	—	890	—	—	7	[3]	[3]	[3]	26	—	—	—	—
1873–74	[2] 11,493	[2] 9,593	[2] 1,900	—	—	860	—	—	11	[3]	[3]	[3]	13	—	—	—	—
1874–75	[2] 11,932	[2] 9,905	[2] 2,027	—	—	661	—	—	6	[3]	[3]	[3]	23	—	—	—	—
1875–76	[2] 12,005	[2] 9,911	[2] 2,094	—	—	835	—	—	7	[3]	[3]	[3]	31	—	—	—	—
1876–77	[2] 10,145	[2] 8,329	[2] 1,816	—	—	731	—	—	6	[3]	[3]	[3]	39	—	—	—	—
1877–78	[2] 11,533	[2] 9,416	[2] 2,117	—	—	816	—	—	7	[3]	[3]	[3]	32	—	—	—	3.4
1878–79	[2] 12,081	[2] 9,808	[2] 2,273	—	—	919	—	—	9	[3]	[3]	[3]	36	—	—	—	2.9
1879–80	[2] 12,896	[2] 10,411	[2] 2,485	—	—	879	868	11	8	[3]	[3]	[3]	54	51	3	—	5.7
1880–81	[2] 14,877	[2] 12,035	[2] 2,836	—	—	922	—	—	8	[3]	[3]	[3]	37	—	—	—	3.7
1881–82	[2] 14,998	[2] 12,168	[2] 2,830	—	—	884	—	—	7	[3]	[3]	[3]	46	—	—	—	3.7
1882–83	[2] 15,116	[2] 12,294	[2] 2,822	—	—	863	—	—	6	[3]	[3]	[3]	50	—	—	—	4.2
1883–84	[2] 12,765	[2] 10,408	[2] 2,357	—	53	901	—	—	6	[3]	[3]	[3]	66	—	—	—	3.8
1884–85	[2] 14,734	[2] 12,043	[2] 2,691	—	59	1,071	—	—	7	[3]	[3]	[3]	77	—	—	—	5.8
1885–86	[2] 13,097	[2] 10,731	[2] 2,366	—	48	859	—	—	7	[3]	[3]	[3]	84	—	—	—	2.9
1886–87	[2] 13,402	[2] 11,008	[2] 2,394	—	48	923	—	—	6	[3]	[3]	[3]	77	—	—	—	6.4
1887–88	[2] 15,256	[2] 12,562	[2] 2,694	—	49	987	—	—	8	[3]	[3]	[3]	140	—	—	—	6.1
1888–89	[2] 15,020	[2] 12,397	[2] 2,623	—	47	1,161	—	—	9	[3]	[3]	[3]	124	—	—	—	8.1
1889–90	[2] 15,539	[2] 12,857	[2] 2,682	—	47	1,015	821	194	7	[3]	[3]	[3]	149	147	2	—	9.0
1890–91	[2] 16,840	[2] 13,902	[2] 2,938	—	53	776	—	—	5	[3]	[3]	[3]	187	—	—	—	9.2
1891–92	[2] 16,802	[2] 13,840	[2] 2,962	—	51	730	—	—	5	[3]	[3]	[3]	190	—	—	—	13.0
1892–93	[2] 18,667	[2] 15,342	[2] 3,325	—	49	1,104	—	—	7	[3]	[3]	[3]	218	—	—	—	13.2
1893–94	[2] 21,850	[2] 17,917	[2] 3,933	—	50	1,223	1,013	210	7	[3]	[3]	[3]	279	261	18	—	18.5
1894–95	[2] 24,106	[2] 19,723	[2] 4,383	—	56	1,334	1,124	210	7	[3]	[3]	[3]	272	247	25	—	18.3
1895–96	[2] 24,593	[2] 20,076	[2] 4,517	—	46	1,478	1,213	265	7	[3]	[3]	[3]	271	236	35	—	16.0
1896–97	[2] 25,231	[2] 20,550	[2] 4,681	—	43	1,413	1,163	250	6	[3]	[3]	[3]	319	299	20	—	19.8
1897–98	[2] 25,052	[2] 20,358	[2] 4,694	—	37	1,440	1,188	252	6	[3]	[3]	[3]	324	285	39	—	15.2
1898–99	[2] 25,980	[2] 21,064	[2] 4,916	—	36	1,542	1,275	267	6	[3]	[3]	[3]	345	327	18	—	13.3
1899–1900	[2] 27,410	[2] 22,173	[2] 5,237	[2] 19	[2] 36	1,583	1,280	303	6	[3]	[3]	[3]	382	359	23	—	14.2
1900–01	[2] 28,681	[2] 23,099	[2] 5,582	[2] 19	[2] 36	1,744	1,405	339	7	[3]	[3]	[3]	365	334	31	—	13.7
1901–02	[2] 28,966	[2] 23,225	[2] 5,741	[2] 19	[2] 34	1,858	1,464	394	7	[3]	[3]	[3]	293	264	29	—	10.2
1902–03	[2] 29,907	[2] 23,872	[2] 6,035	[2] 19	[2] 33	1,718	1,385	333	6	[3]	[3]	[3]	337	302	35	—	11.2
1903–04	[2] 30,501	[2] 24,237	[2] 6,264	[2] 19	[2] 32	1,679	1,340	339	6	[3]	[3]	[3]	334	302	32	—	11.8
1904–05	[2] 31,519	[2] 24,934	[2] 6,585	[2] 19	[2] 32	1,925	1,538	387	6	[3]	[3]	[3]	369	341	28	—	12.9
1905–06	[2] 32,019	[2] 25,215	[2] 6,804	[2] 19	[2] 32	1,787	1,366	421	6	[3]	[3]	[3]	383	358	25	—	13.0
1906–07	[2] 32,234	[2] 25,269	[2] 6,965	[2] 19	[2] 31	1,619	1,215	404	5	[3]	[3]	[3]	349	320	29	—	12.6
1907–08	[2] 33,800	[2] 26,376	[2] 7,424	[2] 19	[2] 30	1,971	1,511	460	6	[3]	[3]	[3]	391	339	52	—	13.8
1908–09	[2] 37,892	[2] 29,433	[2] 8,459	[2] 21	[2] 32	2,188	1,713	475	7	[3]	[3]	[3]	451	397	54	—	13.6
1909–10	[2] 37,199	[2] 28,762	[2] 8,437	[2] 20	[2] 30	2,113	1,555	558	6	[3]	[3]	[3]	443	399	44	—	12.5

Table 28.—Degrees conferred by institutions of higher education, by sex and level: 1869–70 to 1989–90—Continued

Year	Bachelor's degrees					Master's degrees (includes second-professional for years prior to 1959–60)				First-professional degrees			Doctor's degrees				
	Total	Male	Female	Per 1,000 persons 23 years old	Per 100 high school graduates 4 years earlier	Total	Male	Female	Per 100 bachelor's degrees 2 years earlier	Total	Male	Female	Total	Male	Female	Total lapse time in years, bachelor's to doctor's	Per 1,000 bachelor's degrees x-years earlier [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1910–11	[2] 37,481	[2] 28,547	[2] 8,934	[2] 20	[2] 30	2,456	1,821	635	6	([3])	([3])	([3])	497	449	48	—	14.9
1911–12	[2] 39,408	[2] 29,560	[2] 9,848	[2] 21	[2] 30	3,035	2,215	820	8	([3])	([3])	([3])	500	436	64	—	15.9
1912–13	[2] 42,396	[2] 31,312	[2] 11,084	[2] 23	[2] 30	3,025	2,021	1,004	8	([3])	([3])	([3])	538	481	57	—	14.9
1913–14	[2] 44,268	[2] 32,183	[2] 12,085	[2] 24	[2] 28	3,270	2,256	1,014	8	([3])	([3])	([3])	559	486	73	—	15.7
1914–15	[2] 43,912	[2] 31,417	[2] 12,495	[2] 23	[2] 26	3,577	2,638	939	8	([3])	([3])	([3])	611	549	62	—	17.2
1915–16	[2] 45,250	[2] 31,852	[2] 13,398	[2] 24	[2] 25	3,906	2,934	972	9	([3])	([3])	([3])	667	586	81	—	18.1
1917–18	[2] 38,585	[2] 26,269	[2] 12,316	[2] 22	[2] 18	2,900	1,806	1,094	6	([3])	([3])	([3])	556	491	65	—	15.0
1919–20	[2] 48,622	[2] 31,980	[2] 16,642	[2] 26	[2] 19	4,279	2,985	1,294	11	([3])	([3])	([3])	615	522	93	7.7	15.6
1921–22	[2] 61,668	[2] 41,306	[2] 20,362	[2] 33	[2] 22	5,984	4,304	1,680	12	([3])	([3])	([3])	836	708	128	7.8	18.9
1923–24	[2] 82,783	[2] 54,908	[2] 27,875	[2] 43	[2] 27	8,216	5,515	2,701	13	([3])	([3])	([3])	1,098	939	159	8.4	24.3
1925–26	[2] 97,263	[2] 62,218	[2] 35,045	[2] 49	[2] 27	9,735	6,202	3,533	12	([3])	([3])	([3])	1,409	1,216	193	8.6	33.6
1927–28	[2] 111,161	[2] 67,659	[2] 43,502	[2] 55	[2] 22	12,387	7,727	4,660	13	([3])	([3])	([3])	1,447	1,249	198	8.4	29.8
1929–30	[2] 122,484	[2] 73,615	[2] 48,869	[2] 57	[2] 22	14,969	8,925	6,044	13	([3])	([3])	([3])	2,299	1,946	353	8.7	41.7
1931–32	[2] 138,063	[2] 83,271	[2] 54,792	[2] 63	[2] 23	19,367	12,210	7,157	16	([3])	([3])	([3])	2,654	2,247	407	9.1	36.7
1933–34	[2] 136,156	[2] 82,341	[2] 53,815	[2] 61	[2] 20	18,293	11,516	6,777	13	([3])	([3])	([3])	2,830	2,456	374	8.5	29.1
1935–36	[2] 143,125	[2] 86,067	[2] 57,058	[2] 63	[2] 17	18,302	11,503	6,799	13	([3])	([3])	([3])	2,770	2,370	400	9.2	26.6
1937–38	[2] 164,943	[2] 97,678	[2] 67,265	[2] 72	[2] 18	21,628	13,400	8,228	15	([3])	([3])	([3])	2,932	2,502	430	9.5	26.4
1939–40	[2] 186,500	[2] 109,546	[2] 76,954	[2] 81	[2] 18	26,731	16,508	10,223	16	([3])	([3])	([3])	3,290	2,861	429	9.4	25.3
1941–42	[2] 185,346	[2] 103,889	[2] 81,457	[2] 78	[2] 16	24,648	14,179	10,469	13	([3])	([3])	([3])	3,497	3,036	461	8.8	25.5
1943–44	[2] 125,863	[2] 55,865	[2] 69,998	[2] 52	[2] 10	13,414	5,711	7,703	7	([3])	([3])	([3])	2,305	1,880	425	9.4	16.5
1945–46	[2] 136,174	[2] 58,664	[2] 77,510	[2] 56	[2] 11	19,209	9,484	9,725	15	([3])	([3])	([3])	1,966	1,580	386	11.0	14.1
1947–48	[2] 271,186	[2] 175,615	[2] 95,571	[2] 113	[2] 27	42,432	28,931	13,501	31	([3])	([3])	([3])	3,989	3,496	493	10.8	25.9
1948–49	[2] 365,492	[2] 263,608	[2] 101,884	[2] 154	[2] 36	50,741	35,212	15,529	25	([3])	([3])	([3])	5,049	4,527	522	10.2	28.7
1949–50	[2] 432,058	[2] 328,841	[2] 103,217	[2] 182	[2] 40	58,183	41,220	16,963	21	([3])	([3])	([3])	6,420	5,804	616	10.2	34.4
1950–51	[2] 382,546	[2] 278,240	[2] 104,306	[2] 161	[2] 35	65,077	46,196	18,881	18	([3])	([3])	([3])	7,337	6,663	674	9.8	39.5
1951–52	[2] 329,986	[2] 225,981	[2] 104,005	[2] 143	[2] 28	63,534	43,557	19,977	15	([3])	([3])	([3])	7,683	6,969	714	9.8	41.5
1952–53	[2] 303,049	[2] 199,793	[2] 103,256	[2] 132	[2] 25	60,959	40,946	20,013	16	([3])	([3])	([3])	8,307	7,515	792	9.7	53.4
1953–54	[2] 291,508	[2] 186,884	[2] 104,624	[2] 129	[2] 24	56,823	38,147	18,676	17	([3])	([3])	([3])	8,996	8,181	815	9.7	71.5
1954–55	[2] 285,841	[2] 182,839	[2] 103,002	[2] 151	[2] 24	58,200	38,739	19,461	19	([3])	([3])	([3])	8,840	8,014	826	9.9	67.5
1955–56	[2] 309,514	[2] 198,615	[2] 110,899	[2] 147	[2] 26	59,281	39,393	19,888	20	([3])	([3])	([3])	8,903	8,018	885	10.3	65.4
1956–57	[2] 338,436	[2] 221,650	[2] 116,786	[2] 163	[2] 28	61,940	41,329	20,611	22	([3])	([3])	([3])	8,756	7,817	939	10.2	43.0
1957–58	[2] 363,502	[2] 241,560	[2] 121,942	[2] 167	[2] 28	65,586	44,229	21,357	21	([3])	([3])	([3])	8,942	7,978	964	10.3	33.0
1958–59	[2] 379,931	[2] 252,517	[2] 127,414	[2] 178	[2] 28	72,532	48,360	24,172	21	([3])	([3])	([3])	9,360	8,371	989	10.3	25.6
1959–60 [4]	[2] 392,440	[2] 254,063	[2] 138,377	[2] 182	[2] 27	74,435	50,898	23,537	20	([3])	([3])	([3])	9,829	8,801	1,028	10.4	22.7
1960–61	365,174	224,538	140,636	165	25	84,609	57,830	26,779	22	25,253	24,577	676	10,575	9,463	1,112	10.3	27.6
1961–62	383,961	230,456	153,505	173	25	91,418	62,603	28,815	23	25,607	24,836	771	11,622	10,377	1,245	10.2	35.2
1962–63	411,420	241,309	170,111	181	25	98,684	67,302	31,382	27	26,590	25,753	837	12,822	11,448	1,374	10.2	42.3
1963–64	461,266	265,349	195,917	192	25	109,183	73,850	35,333	28	27,209	26,357	852	14,490	12,955	1,535	10.0	49.7
1964–65	493,757	282,173	211,584	194	25	121,167	81,319	39,848	29	28,290	27,283	1,007	16,467	14,692	1,775	10.0	57.6

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Table 28.—Degrees conferred by institutions of higher education, by sex and level: 1869–70 to 1989–90—Continued

Year	Bachelor's degrees					Master's degrees (includes second-professional for years prior to 1959–60)				First-professional degrees			Doctor's degrees				
	Total	Male	Female	Per 1,000 persons 23 years old	Per 100 high school graduates 4 years earlier	Total	Male	Female	Per 100 bachelor's degrees 2 years earlier	Total	Male	Female	Total	Male	Female	Total lapse time in years, bachelor's to doctor's	Per 1,000 bachelor's degrees x-years earlier[1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1965–66	520,115	299,287	220,828	181	27	140,602	93,081	47,521	30	30,124	28,982	1,142	18,237	16,121	2,116	10.0	58.9
1966–67	558,534	322,711	235,823	208	29	157,726	103,109	54,617	32	31,695	30,401	1,294	20,617	18,163	2,454	8.1	54.3
1967–68	632,289	357,682	274,607	238	28	176,749	113,552	63,197	34	33,939	32,402	1,537	23,089	20,183	2,906	8.1	58.8
1968–69	728,845	410,595	318,250	278	27	193,756	121,531	72,225	35	35,114	33,595	1,519	26,158	22,722	3,436	8.0	71.6
1969–70	792,317	451,097	341,220	218	30	208,291	125,624	82,667	33	34,578	32,794	1,784	29,912	25,890	4,022	7.9	77.9
1970–71	839,730	475,594	364,136	247	31	230,509	138,146	92,363	32	37,946	35,544	2,402	32,107	27,530	4,577	7.9	78.0
1971–72	887,273	500,590	386,683	258	33	251,633	149,550	102,083	32	43,411	40,723	2,688	33,363	28,090	5,273	8.2	72.3
1972–73	922,362	518,191	404,171	267	33	263,371	154,468	108,903	31	50,018	46,489	3,529	34,777	28,571	6,206	8.4	70.4
1973–74	945,776	527,313	418,463	262	33	277,033	157,842	119,191	31	53,816	48,530	5,286	33,816	27,365	6,451	8.5	65.0
1974–75	922,933	504,841	418,092	249	31	292,450	161,570	130,880	32	55,916	48,956	6,960	34,083	26,817	7,266	8.6	65.5
1975–76	925,746	504,925	420,821	242	31	311,771	167,248	144,523	33	62,649	52,892	9,757	34,064	26,267	7,797	8.6	61.0
1976–77	919,549	495,545	424,004	234	30	317,164	167,783	149,381	34	64,359	52,374	11,985	33,232	25,142	8,090	8.7	52.6
1977–78	921,204	487,347	433,857	229	30	311,620	161,212	150,408	34	66,581	52,270	14,311	32,131	23,658	8,473	8.9	44.1
1978–79	921,390	477,344	444,046	225	29	301,079	153,370	147,709	33	68,848	52,652	16,196	32,730	23,541	9,189	9.0	41.3
1979–80	929,417	473,611	455,806	218	30	298,081	150,749	147,332	32	70,131	52,716	17,415	32,615	22,943	9,672	9.3	38.8
1980–81	935,140	469,883	465,257	218	30	295,739	147,043	148,696	32	71,956	52,792	19,164	32,958	22,711	10,247	9.4	37.1
1981–82	952,998	473,364	479,634	222	30	295,546	145,532	150,014	32	72,032	52,223	19,809	32,707	22,224	10,483	9.6	36.9
1982–83	969,510	479,140	490,370	227	31	289,921	144,697	145,224	31	73,136	51,310	21,826	32,775	21,902	10,873	9.8	35.5
1983–84	974,309	482,319	491,990	225	32	284,263	143,595	140,668	30	74,407	51,334	23,073	33,209	22,064	11,145	10.0	35.1
1984–85	979,477	482,528	496,949	230	32	286,251	143,390	142,861	30	75,063	50,455	24,608	32,943	21,700	11,243	10.2	35.7
1985–86	987,823	485,923	501,900	236	33	288,567	143,508	145,059	30	73,910	49,261	24,649	33,653	21,819	11,834	10.4	36.4
1986–87	991,339	480,854	510,485	241	34	289,557	141,363	148,194	30	72,750	47,460	25,290	34,120	22,099	12,021	10.4	37.1
1987–88	994,829	477,203	517,626	252	36	299,317	145,163	154,154	30	70,735	45,484	25,251	34,870	22,615	12,255	10.5	37.9
1988–89	1,018,755	483,346	535,409	272	38	310,621	149,354	161,267	31	70,856	45,046	25,810	35,720	22,648	13,072	10.5	38.8
1989–90[5]	1,049,657	491,488	558,169	282	40	323,844	153,643	170,201	33	70,980	44,002	26,978	38,238	24,371	13,867	10.5	41.1

[1] Represents the number of years from the receipt of the bachelor's degree to the receipt of the doctorate degree. See column 17.
[2] Includes first-professional degrees.
[3] First-professional degrees included with bachelor's degrees.
[4] Denotes the first year for which figures include Alaska and Hawaii.
[5] Preliminary data.

—Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970*; Current Population Reports, Series P-25, *Population Estimates and Projections*; U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*; and National Academy of Sciences, *Doctorate Recipients from United States Universities*. (This table was prepared November 1992.)

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Table 29.—Bachelor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Year	Total	Agriculture and natural resources	Architecture and environmental design	Business and management	Communications	Computer and information sciences	Education	Engineering	Foreign languages	Health sciences	Letters	Library sciences	Life sciences	Mathematics	Physical sciences	Psychology	Public affairs	Social sciences	Visual and performing arts	Other[1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1959–60[2]	392,440	6,241	1,801	51,076	1,548	0	89,002	37,679	5,405	24,455	22,457	1,938	15,576	11,399	16,007	8,061	3,714	48,002	13,163	34,916
1960–61	365,174	5,649	1,674	48,074	1,830	0	91,028	35,698	6,364	11,314	24,003	439	16,060	13,097	15,452	8,460	1,688	50,221	12,942	21,181
1961–62	383,961	5,841	1,774	49,017	1,519	0	96,280	34,735	7,906	11,366	26,609	423	16,915	14,570	15,851	9,578	1,560	55,296	13,609	21,112
1962–63	411,420	6,013	2,028	50,639	1,687	0	101,338	33,458	9,707	11,854	30,225	462	19,114	16,078	16,215	10,993	1,957	63,104	14,518	22,030
1963–64	461,266	6,169	2,059	55,474	2,001	0	111,215	35,226	12,160	11,527	35,146	510	22,723	18,624	17,456	13,258	2,032	74,729	16,159	24,798
1964–65	493,757	6,734	2,333	59,288	1,928	87	117,137	36,795	13,859	11,611	38,836	623	25,166	19,460	17,861	14,626	2,320	81,919	17,391	25,783
1965–66	520,115	7,178	2,663	62,721	2,357	89	116,448	35,615	15,186	14,965	42,262	619	26,916	19,977	17,129	16,897	2,960	90,632	18,679	26,822
1966–67	558,534	7,866	2,937	69,032	2,741	222	118,955	35,954	16,706	15,908	45,900	701	28,849	21,207	17,739	19,364	3,242	101,550	21,548	28,113
1967–68	632,289	8,308	3,057	79,074	3,173	459	133,965	37,368	19,128	17,429	52,467	814	31,826	23,513	19,380	23,819	4,912	117,093	25,521	30,983
1968–69	728,845	9,965	3,477	93,094	4,269	933	150,985	41,248	21,493	19,825	59,674	1,000	35,308	27,209	21,480	29,332	5,282	137,517	31,588	35,166
1969–70	792,317	11,321	4,105	104,706	5,199	1,544	164,080	44,479	20,895	21,674	62,583	1,054	37,389	27,442	21,439	33,606	5,762	150,331	35,901	38,807
1970–71	839,730	12,672	5,570	114,865	10,802	2,388	176,614	50,046	19,945	25,190	64,933	1,013	35,743	24,801	21,412	37,880	6,252	155,236	30,394	43,974
1971–72	887,273	13,516	6,440	121,360	12,340	3,402	191,220	51,164	18,849	28,570	64,670	989	37,293	23,713	20,745	43,093	8,221	158,037	33,831	49,820
1972–73	922,362	14,756	6,962	126,263	14,317	4,304	194,229	51,265	18,964	33,523	61,799	1,159	42,233	23,067	20,696	47,695	11,346	155,922	36,017	57,845
1973–74	945,776	16,253	7,822	131,766	17,096	4,756	185,225	50,286	18,840	41,394	55,469	1,164	48,340	21,635	21,178	51,821	12,671	150,298	39,730	70,032
1974–75	922,933	17,528	8,226	133,010	19,248	5,033	167,015	46,852	17,606	48,858	48,534	1,069	51,741	18,181	20,778	50,988	14,730	135,165	40,782	77,589
1975–76	925,746	19,402	9,146	142,379	21,282	5,652	154,807	46,331	15,471	53,813	43,019	843	54,275	15,984	21,465	49,908	16,751	126,287	42,138	86,793
1976–77	919,549	21,467	9,222	150,964	23,214	6,407	143,722	49,283	13,944	57,122	38,849	781	53,605	14,196	22,497	47,373	17,627	116,879	41,793	90,604
1977–78	921,204	22,650	9,250	160,187	25,400	7,201	136,141	55,654	12,730	59,168	36,365	693	51,502	12,569	22,986	44,559	18,078	112,827	40,951	92,293
1978–79	921,390	23,134	9,273	171,764	26,457	8,719	126,109	62,375	11,825	61,819	34,557	558	48,846	11,806	23,207	42,461	18,882	107,922	40,969	90,707
1979–80	929,417	22,802	9,132	185,361	28,616	11,154	118,169	68,893	11,133	63,607	33,497	398	46,370	11,378	23,410	41,962	18,422	103,519	40,892	90,702
1980–81	935,140	21,886	9,455	199,338	31,282	15,121	108,309	75,000	10,319	63,348	33,208	375	43,216	11,078	23,952	40,833	18,714	100,345	40,479	88,882
1981–82	952,998	21,029	9,728	214,001	34,222	20,267	101,113	80,005	9,841	63,385	34,334	307	41,639	11,599	24,052	41,031	18,739	99,545	40,422	87,739
1982–83	969,510	20,909	9,823	226,893	36,602	24,510	97,991	89,270	9,685	64,614	32,743	258	39,982	12,453	23,405	40,364	16,290	95,088	39,469	87,161
1983–84	974,309	19,317	9,186	230,031	40,165	32,172	92,382	94,444	9,479	64,338	33,739	255	38,640	13,211	23,671	39,872	14,396	93,212	39,833	85,966
1984–85	979,477	18,107	9,325	233,351	42,083	38,878	88,161	96,105	9,954	64,513	34,091	202	38,445	15,146	23,732	39,811	13,838	91,461	37,936	84,338
1985–86	987,823	16,823	9,119	238,160	43,091	41,889	87,221	95,953	10,102	64,535	35,434	157	38,524	16,306	21,731	40,521	13,878	93,703	36,949	83,727
1986–87	991,339	14,991	8,922	241,156	45,408	39,664	87,115	93,074	10,184	63,206	37,133	139	38,114	16,489	19,974	42,868	14,161	96,185	36,223	86,333
1987–88	994,829	14,222	8,603	243,725	46,726	34,523	91,287	88,706	10,045	60,754	39,551	123	36,755	15,904	17,806	45,003	14,294	100,288	36,638	89,876
1988–89	1,018,755	13,492	9,150	247,175	48,645	30,454	97,082	85,225	10,780	59,138	43,387	122	36,059	15,218	17,186	48,737	15,270	107,914	37,925	95,796
1989–90	1,049,657	13,070	9,261	249,081	51,283	27,434	104,715	82,110	11,326	58,816	48,075	84	37,170	14,597	16,131	53,586	16,241	116,925	39,695	100,057

[1] "Other" includes degrees in area and ethnic studies, home economics, law, liberal/general studies, military sciences, multi/interdisciplinary studies, parks and recreation, philosophy and religion, protective services, theology, and degrees not classified by field of study.

[2] All of the first-professional degrees and some master degrees are included. The degrees that are affected are business and management, education, health sciences, letters, library sciences, public affairs, and other categories.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred* and "Degrees and Other Formal Awards Conferred" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys.

Table 30.—Master's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Year	Total	Agriculture and natural resources	Architecture and environmental design	Business and management	Communications	Computer and information sciences	Education	Engineering	Foreign languages	Health sciences	Letters	Library sciences	Life sciences	Mathematics	Physical sciences	Psychology	Public affairs	Social sciences	Visual and performing arts	Other [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1959–60 [2]	74,435	1,203	319	4,643	0	0	33,433	7,159	1,055	1,838	3,262	305	2,154	1,757	3,376	1,406	568	5,448	2,892	3,617
1960–61	84,609	1,241	378	6,723	37	0	34,368	8,178	1,274	1,632	3,556	1,931	2,358	2,231	3,790	1,719	2,706	5,825	2,910	3,752
1961–62	91,420	1,357	311	7,691	44	0	36,182	8,909	1,480	1,632	3,947	2,140	2,642	2,680	3,925	1,832	2,841	6,678	3,151	3,978
1962–63	98,684	1,261	356	8,334	32	0	37,878	9,635	1,849	2,011	4,490	2,363	2,921	3,313	4,123	1,918	3,180	7,637	3,363	4,020
1963–64	109,183	1,344	383	9,251	32	0	41,091	10,827	2,196	2,279	5,006	2,717	3,296	3,597	4,561	2,059	3,651	8,493	3,673	4,727
1964–65	121,167	1,366	373	10,602	38	146	44,314	12,055	2,690	2,493	5,745	3,211	3,598	4,141	4,914	2,241	4,085	9,565	4,244	5,346
1965–66	140,602	1,661	702	12,959	44	238	50,397	13,675	3,393	2,833	7,033	3,939	4,232	4,769	4,987	2,530	4,769	11,477	5,019	5,945
1966–67	157,726	1,750	812	14,892	107	449	55,760	13,880	4,017	3,398	8,231	4,489	4,996	5,278	5,405	3,138	5,087	13,460	5,812	6,765
1967–68	176,749	1,797	1,021	17,795	65	548	63,399	15,182	4,511	3,677	9,021	5,165	5,506	5,527	5,499	3,479	5,858	14,539	6,563	7,597
1968–69	193,756	2,070	1,143	19,281	129	1,012	70,967	15,240	4,691	4,067	9,684	5,932	5,743	5,713	5,895	4,011	6,318	16,068	7,413	8,379
1969–70	208,291	1,793	1,427	21,287	130	1,459	79,293	15,593	4,803	4,488	9,713	6,511	5,800	5,636	5,935	4,111	7,067	16,281	7,849	9,115
1970–71	230,509	2,457	1,705	26,481	1,856	1,588	88,952	16,443	4,755	5,445	11,148	7,001	5,728	5,191	6,367	4,431	8,215	16,476	6,675	9,595
1971–72	251,633	2,680	1,899	30,367	2,200	1,977	98,143	16,960	4,616	6,875	11,074	7,383	6,101	5,198	6,287	5,289	9,183	17,416	7,537	10,448
1972–73	263,371	2,807	2,307	31,007	2,406	2,113	105,565	16,619	4,289	7,879	10,808	7,696	6,263	5,028	6,257	5,831	10,899	17,288	7,254	11,055
1973–74	277,033	2,928	2,702	32,644	2,640	2,276	112,610	15,379	3,964	9,090	10,384	8,134	6,552	4,834	6,062	6,588	12,077	17,249	8,001	12,919
1974–75	292,450	3,067	2,938	36,247	2,794	2,299	120,169	15,348	3,807	9,901	10,068	8,091	6,550	4,327	5,807	7,066	14,610	16,892	8,362	14,107
1975–76	311,771	3,340	3,215	42,512	3,126	2,603	128,417	16,342	3,531	11,885	9,468	8,037	6,582	3,857	5,466	7,811	16,117	15,824	8,817	14,821
1976–77	317,164	3,724	3,213	46,420	3,091	2,798	126,825	16,245	3,147	12,323	8,701	7,572	7,114	3,695	5,331	8,301	17,917	15,395	8,636	16,716
1977–78	311,620	4,023	3,115	48,326	3,296	3,038	119,038	16,398	2,726	13,619	8,306	6,914	6,806	3,373	5,561	8,160	18,341	14,578	9,036	16,966
1978–79	301,079	3,994	3,113	50,372	2,882	3,055	111,995	15,495	2,426	14,781	7,289	5,906	6,831	3,036	5,451	8,003	18,300	12,807	8,524	16,819
1979–80	298,081	3,976	3,139	55,006	3,082	3,647	103,951	16,243	2,236	15,068	6,807	5,374	6,510	2,860	5,219	7,806	18,413	12,101	8,708	17,935
1980–81	295,739	4,003	3,153	57,898	3,105	4,218	98,938	16,709	2,104	16,004	6,515	4,859	5,978	2,567	5,284	7,998	18,524	11,855	8,629	17,398
1981–82	295,546	4,163	3,327	61,299	3,327	4,935	93,757	17,939	2,008	15,942	6,421	4,506	5,874	2,727	5,514	7,791	18,216	11,892	8,746	17,162
1982–83	289,921	4,254	3,357	65,319	3,604	[5]5,321	84,853	19,350	1,759	17,068	5,767	3,979	5,696	2,837	5,290	8,378	16,245	11,112	8,742	16,990
1983–84	284,263	4,178	3,223	66,653	3,656	6,190	77,187	20,661	1,773	17,443	5,818	3,805	5,406	2,741	5,576	8,002	15,373	10,465	8,520	17,593
1984–85	286,251	3,928	3,275	67,527	3,669	7,101	76,137	21,557	1,724	17,383	5,934	3,893	5,059	2,882	5,796	8,408	16,045	10,380	8,714	16,839
1985–86	288,567	3,801	3,260	67,137	3,823	8,070	76,353	21,661	1,721	18,624	6,291	3,626	5,013	3,159	5,902	8,293	16,300	10,428	8,416	16,689
1986–87	289,557	3,523	3,142	67,496	3,937	8,491	75,501	22,693	1,746	18,425	6,123	3,815	4,954	3,321	5,652	8,204	17,032	10,397	8,506	16,598
1987–88	299,317	3,479	3,159	69,655	3,925	9,197	77,867	23,388	1,844	18,665	6,194	3,713	4,784	3,442	5,733	7,872	17,290	10,294	7,937	20,879
1988–89	310,621	3,245	3,383	73,521	4,257	9,414	82,533	24,572	1,898	19,293	6,676	3,953	4,961	3,447	5,723	8,552	17,918	10,867	8,265	18,143
1989–90	323,844	3,373	3,492	77,203	4,369	9,643	86,057	24,848	1,995	20,354	7,223	4,349	4,861	3,677	5,447	9,231	17,993	11,419	8,546	19,764

[1] "Other" includes degrees in area and ethnic studies, home economics, law, liberal/general studies, military sciences, multi/interdisciplinary studies, parks and recreation, philosophy and religion, protective services, theology, and degrees not classified by field of study.

[2] Some master degrees are included in bachelor's degrees.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred* and "Degrees and Other Formal Awards Conferred" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Completions" survey.

Table 31.—Doctor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Year	Total	Agriculture and natural resources	Architecture and environmental design	Business and management	Communications	Computer and information sciences	Education	Engineering	Foreign languages	Health sciences	Letters	Library sciences	Life sciences	Mathematics	Physical sciences	Psychology	Public affairs	Social sciences	Visual and performing arts	Other [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1959–60	9,829	440	17	135	0	0	1,591	786	203	107	431	19	1,205	303	1,838	641	43	1,211	292	567
1960–61	10,575	450	3	172	16	0	1,742	943	232	133	439	14	1,193	344	1,991	703	66	1,302	303	529
1961–62	11,622	465	1	226	9	0	1,898	1,207	228	148	526	10	1,338	396	2,122	781	67	1,309	311	580
1962–63	12,822	449	3	250	7	0	2,075	1,378	237	157	565	17	1,455	490	2,380	844	77	1,461	379	598
1963–64	14,490	555	3	275	12	0	2,348	1,693	326	192	618	13	1,625	596	2,455	939	72	1,719	422	627
1964–65	16,467	529	10	321	9	6	2,705	2,124	376	173	766	12	1,928	682	2,829	847	87	1,913	428	722
1965–66	18,237	588	12	387	11	19	3,065	2,304	426	251	801	19	2,097	782	3,045	1,046	108	2,033	476	767
1966–67	20,617	637	18	437	5	38	3,529	2,614	478	250	972	16	2,255	832	3,462	1,231	123	2,388	504	828
1967–68	23,089	648	15	441	1	36	4,078	2,932	610	243	1,116	22	2,784	947	3,593	1,268	129	2,684	528	1,014
1968–69	26,158	699	32	530	14	64	4,830	3,377	659	283	1,275	17	3,051	1,097	3,859	1,551	137	3,016	684	983
1969–70	29,866	823	35	601	10	107	5,895	3,681	760	357	1,339	40	3,289	1,236	4,312	1,668	152	3,638	734	1,189
1970–71	32,107	1,086	36	807	145	128	6,403	3,638	781	459	1,857	39	3,645	1,199	4,390	1,782	185	3,659	621	1,247
1971–72	33,363	971	50	896	111	167	7,044	3,671	841	425	2,023	64	3,653	1,128	4,103	1,881	219	4,078	572	1,466
1972–73	34,777	1,059	58	923	139	196	7,318	3,492	991	643	2,170	102	3,636	1,068	4,006	2,089	214	4,230	616	1,827
1973–74	33,816	930	69	981	175	198	7,293	3,312	923	568	2,076	60	3,439	1,031	3,626	2,336	214	4,123	585	1,877
1974–75	34,083	991	69	1,009	165	213	7,446	3,108	857	609	1,951	56	3,384	975	3,626	2,442	271	4,209	649	2,053
1975–76	34,064	928	82	953	204	244	7,778	2,821	864	577	1,884	71	3,392	856	3,431	2,581	298	4,154	620	2,326
1976–77	33,232	893	73	863	171	216	7,963	2,586	752	538	1,723	75	3,397	823	3,341	2,761	316	3,784	662	2,295
1977–78	32,131	971	73	866	191	196	7,595	2,440	649	638	1,616	67	3,309	805	3,133	2,587	385	3,583	708	2,319
1978–79	32,730	950	96	860	192	236	7,736	2,506	641	705	1,504	70	3,54[illegible]	730	3,102	2,662	344	3,358	700	2,796
1979–80	32,615	991	79	792	193	240	7,941	2,507	549	771	1,500	73	3,636	724	3,089	2,768	372	3,219	655	2,516
1980–81	32,953	1,067	93	842	182	252	7,900	2,561	588	827	1,380	71	3,718	728	3,141	2,955	388	3,114	654	2,497
1981–82	32,707	1,079	80	855	200	251	7,680	2,636	536	910	1,313	84	3,743	681	3,286	2,780	389	3,061	670	2,473
1982–83	32,775	1,149	97	809	214	262	7,551	2,831	488	1,155	1,176	52	3,341	698	3,269	3,108	347	2,931	692	2,605
1983–84	33,209	1,172	84	977	219	251	7,473	2,981	462	1,163	1,215	74	3,437	695	3,306	2,973	421	2,911	728	2,667
1984–85	32,943	1,213	89	866	234	248	7,151	3,230	437	1,199	1,239	87	3,432	699	3,403	2,908	431	2,851	693	2,533
1985–86	33,653	1,158	73	969	223	344	7,110	3,410	448	1,241	1,215	62	3,358	742	3,551	3,088	385	2,955	722	2,599
1986–87	34,120	1,049	92	1,098	275	374	6,909	3,820	441	1,213	1,181	57	3,423	725	3,672	3,123	398	2,916	792	2,562
1987–88	34,870	1,142	98	1,109	234	428	6,553	4,191	411	1,261	1,172	46	3,629	750	3,809	2,987	470	2,781	725	3,074
1988–89	35,720	1,183	86	1,149	253	551	6,800	4,523	420	1,436	1,234	61	3,520	866	3,858	3,222	429	2,885	752	2,492
1989–90	36,238	1,272	97	1,142	269	623	6,922	4,965	512	1,543	1,266	41	3,844	915	4,168	3,353	495	3,023	842	2,946

[1] "Other" includes degrees in area and ethnic studies, home economics, law, liberal/general studies, military sciences, multi/interdisciplinary studies, parks and recreation, philosophy and religion, protective services, theology, and degrees not classified by field of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Earned Degrees Conferred* and "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys.

Table 32.—First-professional degrees conferred by institutions of higher education in dentistry, medicine, and law, by sex: 1949–50 to 1989–90

Year	Dentistry (D.D.S. or D.M.D.)				Medicine (M.D.)				Law (LL.B. or J.D.)			
	Number of institutions conferring degrees	Degrees conferred			Number of institutions conferring degrees	Degrees conferred			Number of institutions conferring degrees	Degrees conferred		
		Total	Male	Female		Total	Male	Female		Total	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13
1949–50	40	2,579	2,561	18	72	5,612	5,028	584	(1)	(1)	(1)	(1)
1951–52	41	2,918	2,895	23	72	6,201	5,871	330	(1)	(1)	(1)	(1)
1953–54	42	3,102	3,063	39	73	6,712	6,377	335	(1)	(1)	(1)	(1)
1955–56	42	3,009	2,975	34	73	6,810	6,464	346	131	8,262	7,974	288
1957–58	43	3,065	3,031	34	75	6,816	6,469	347	131	9,394	9,122	272
1959–60	45	3,247	3,221	26	79	7,032	6,645	387	134	9,240	9,010	230
1961–62	46	3,183	3,166	17	81	7,138	6,749	389	134	9,364	9,091	273
1963–64	46	3,180	3,168	12	82	7,303	6,878	425	133	10,679	10,372	307
1965–66	47	3,178	3,146	32	84	7,673	7,170	503	136	13,246	12,776	470
1967–68	48	3,422	3,375	47	85	7,944	7,318	626	138	16,454	15,805	649
1969–70	48	3,718	3,684	34	86	8,314	7,615	699	145	14,916	14,115	801
1970–71	48	3,745	3,703	42	89	8,919	8,110	809	147	17,421	16,181	1,240
1971–72	48	3,862	3,819	43	92	9,253	8,423	830	147	21,764	20,266	1,498
1972–73	51	4,047	3,992	55	97	10,307	9,388	919	152	27,205	25,037	2,168
1973–74	52	4,440	4,355	85	99	11,356	10,093	1,263	151	29,326	25,986	3,340
1974–75	52	4,773	4,627	146	104	12,447	10,818	1,629	154	29,296	24,881	4,415
1975–76	56	5,425	5,187	238	107	13,426	11,252	2,174	166	32,293	26,085	6,208
1976–77	57	5,138	4,764	374	109	13,461	10,891	2,570	169	34,104	26,447	7,657
1977–78	57	5,189	4,623	566	109	14,279	11,210	3,069	169	34,402	25,457	8,945
1978–79	58	5,434	4,794	640	109	14,786	11,381	3,405	175	35,206	25,180	10,026
1979–80	58	5,258	4,558	700	112	14,902	11,416	3,486	179	35,647	24,893	10,754
1980–81	58	5,460	4,672	788	116	15,505	11,672	3,833	176	36,331	24,563	11,768
1981–82	59	5,282	4,467	815	119	15,814	11,867	3,947	180	35,991	23,965	12,026
1982–83	59	5,585	4,631	954	118	15,484	11,350	4,134	177	36,853	23,550	13,303
1983–84	60	5,353	4,302	1,051	119	15,813	11,359	4,454	179	37,012	23,382	13,630
1984–85	59	5,339	4,233	1,106	120	16,041	11,167	4,874	181	37,491	23,070	14,421
1985–86	59	5,046	3,907	1,139	120	15,938	11,022	4,916	181	35,844	21,874	13,970
1986–87	58	4,741	3,603	1,138	122	15,620	10,566	5,054	180	36,172	21,643	14,529
1987–88	57	4,477	3,300	1,177	122	15,358	10,278	5,080	180	35,397	21,067	14,330
1988–89[2]	58	4,265	3,124	1,141	124	15,460	10,310	5,150	182	35,634	21,069	14,565
1989–90[3]	57	4,093	2,830	1,263	124	15,115	9,977	5,138	182	36,437	21,059	15,378

[1] Data prior to 1955–56 are not shown because they lack comparability with the figures for subsequent years.

[2] Revised from previously published data.

[3] Preliminary data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completions" surveys. (This table was prepared November 1991.)

Table 33.—Current-fund revenue of institutions of higher education, by source of funds: 1889–90 to 1989–90

[In thousands]

Year	Total current-fund revenue	Educational and general revenue											Other revenue		
		Total	Student tuition and fees	Government			Endowment income	Private gifts and grants	Organized activities related to educational departments	Sales and services of educational activities	Student aid	Other	Hospitals	Independent operations[2]	Auxiliary enterprises
				Federal[1]	State	Local									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1889–90	—	$21,464	—	—	—	—	—	—	—	—	—	—	—	—	—
1899–1900	—	35,084	—	—	—	—	—	—	—	—	—	—	—	—	—
1909–10	$76,883	67,917	$18,463	$4,607	$20,937	—	$12,584	$3,551	—	—	—	$7,775	—	—	$8,966
1919–20	199,922	172,929	42,254	[3]12,783	61,690	([4])	26,482	7,584	—	—	—	22,135	—	—	26,993
1929–30	554,511	494,092	144,126	20,658	150,847	([4])	68,605	26,172	—	—	$11,027	72,657	—	—	60,419
1931–32	566,264	441,987	150,649	([4])	174,663	([4])	60,903	29,948	—	—	10,998	14,826	[5]$21,008	—	103,269
1933–34	486,362	380,620	138,257	19,827	117,551	([4])	55,534	27,468	—	—	9,653	12,330	[5]17,759	—	87,983
1935–36	597,585	466,163	158,134	43,234	119,585	$21,050	60,090	37,115	—	—	—	26,955	[5]24,943	—	106,479
1937–38	652,631	494,161	178,996	29,345	140,959	22,091	70,654	36,908	—	—	—	15,208	[5]27,947	—	130,523
1939–40	715,211	538,511	200,897	38,860	151,222	24,392	71,304	40,453	—	—	—	11,383	[5]32,777	—	143,923
1941–42	783,720	585,988	201,365	58,232	166,532	27,057	74,075	45,916	—	—	—	12,811	[5]40,308	—	157,424
1943–44	1,047,298	810,077	154,485	308,162	175,169	26,449	75,196	50,449	—	—	—	20,167	[5]53,577	—	183,644
1945–46	1,169,394	857,874	214,345	197,250	225,161	31,005	89,763	77,572	—	—	—	22,779	[5]67,084	—	244,436
1947–48	2,027,051	1,469,172	304,601	526,476	352,281	47,521	86,680	91,468	—	—	23,821	36,324	[5]92,725	—	465,154
1949–50	2,374,645	1,751,393	394,610	524,319	491,958	61,378	96,341	118,627	—	—	29,535	34,625	[5]111,987	—	511,265
1951–52	2,562,451	1,916,463	446,591	451,011	611,302	72,013	112,859	149,826	—	—	32,027	40,834	[5]136,442	—	509,546
1953–54	2,945,550	2,205,901	551,424	417,097	740,043	88,198	127,475	190,899	—	—	32,212	58,553	[5]164,880	—	574,769
1955–56	3,603,370	2,719,804	722,215	489,800	878,349	106,857	145,000	245,085	—	—	52,364	80,133	[5]191,829	—	691,737
1957–58	4,641,387	3,650,492	934,203	707,048	1,138,454	129,324	181,585	324,426	$46,877	$47,302	70,058	71,214	152,078	—	838,817
1959–60	5,785,537	4,593,485	1,157,481	1,036,988	1,374,476	151,715	206,619	382,570	57,102	45,423	92,902	88,208	187,769	—	1,004,283
1961–62	7,429,379	5,919,927	1,499,924	1,537,697	1,668,289	191,188	232,289	450,145	65,533	52,252	118,073	104,537	238,567	—	1,270,885
1963–64	9,543,514	7,642,763	1,892,839	2,160,889	2,110,981	239,851	266,157	550,684	69,443	64,742	148,093	139,082	293,777	—	1,606,974
1965–66	12,734,225	10,345,108	2,640,641	2,587,893	2,894,893	303,401	288,833	613,718	373,573	34,680	309,855	297,621	[5]250,000	—	2,139,117
1966–67	14,561,039	11,111,063	2,972,050	2,200,276	3,371,986	405,561	328,068	765,927	317,627	116,862	394,386	238,320	253,790	$951,668	2,244,518
1967–68	16,825,199	13,288,034	3,380,294	2,695,681	4,181,070	503,661	363,990	848,450	399,821	118,618	497,930	298,519	290,000	765,495	2,481,670
1968–69	18,874,602	14,901,466	3,814,160	2,924,547	4,812,482	614,462	413,276	915,909	421,301	127,461	571,536	286,332	497,280	708,542	2,767,314
1969–70	21,515,242	17,144,194	4,419,845	3,146,869	5,787,910	774,803	447,275	1,001,454	484,977	127,800	658,016	295,245	619,578	768,498	2,982,973
1970–71	23,879,188	19,101,148	5,021,211	3,359,027	6,502,813	907,274	470,655	1,091,654	524,697	137,775	709,101	376,941	821,478	831,324	3,125,238
1971–72	26,234,258	20,964,859	5,594,095	3,659,506	7,120,982	991,034	480,806	1,208,070	590,448	148,711	764,590	406,616	1,006,865	953,577	3,308,957
1972–73	28,606,217	22,927,142	6,010,926	3,994,490	7,917,825	1,143,529	515,041	1,300,343	610,342	163,482	800,075	471,090	1,181,390	1,030,751	3,466,934
1973–74	31,712,452	25,510,428	6,500,101	4,176,226	9,182,189	1,263,145	576,915	1,430,982	[7]611,678	222,382	882,585	664,227	1,436,481	1,031,314	3,734,229
1974–75	35,686,902	28,373,036	7,232,908	4,990,969	10,857,376	1,424,392	717,915	1,744,967	—	554,882	([6])	849,625	2,152,079	1,081,585	4,080,202
1975–76	39,703,166	31,597,873	8,171,942	5,413,847	12,260,885	1,616,975	687,470	1,917,036	—	645,420	([6])	884,298	2,494,340	1,063,331	4,547,622
1976–77	43,436,827	34,218,636	9,024,932	5,729,818	13,285,684	1,626,908	764,788	2,105,070	—	779,058	([6])	902,377	2,859,376	1,439,213	4,919,602
1977–78	47,034,032	37,581,559	9,855,270	6,112,805	14,746,166	1,744,230	832,286	2,320,368	—	882,715	([6])	1,087,719	3,268,956	[8]855,696	5,327,821
1978–79	51,837,789	41,325,437	10,704,171	6,843,736	16,363,784	1,573,018	985,242	2,489,366	—	1,037,130	([6])	1,328,991	3,763,453	1,007,590	5,741,309
1979–80	58,519,982	46,534,023	11,930,340	7,771,726	18,378,299	1,587,552	1,176,627	2,808,075	—	1,239,439	([6])	1,641,965	4,373,384	1,131,117	6,481,458
1980–81	65,584,789	52,048,276	13,773,259	8,478,709	20,106,222	1,790,740	1,364,443	3,176,670	—	1,409,730	([6])	1,948,503	4,980,346	1,268,877	7,287,290
1981–82	72,190,856	56,958,692	15,774,038	8,319,817	21,848,791	1,937,669	1,596,813	3,563,558	—	1,582,922	([6])	2,335,084	5,838,565	1,271,988	8,121,611
1982–83	77,595,726	60,844,948	17,776,041	8,181,402	23,065,636	2,031,353	1,720,677	4,052,649	—	1,723,484	([6])	2,293,706	6,531,562	1,449,695	8,769,521
1983–84	84,417,287	66,296,893	19,714,884	8,782,803	24,706,990	2,192,275	1,873,945	4,415,275	—	1,970,747	([6])	2,639,973	7,040,662	1,623,363	9,456,369
1984–85	92,472,694	73,003,805	21,283,329	9,615,221	27,583,011	2,387,212	2,096,298	4,896,325	—	2,126,927	([6])	3,015,483	7,474,575	1,893,904	10,100,410
1985–86	100,437,616	79,298,586	23,116,605	10,466,491	29,911,500	2,544,506	2,275,898	5,410,905	—	2,373,494	([6])	3,199,186	8,226,635	2,238,259	10,674,136
1986–87	108,809,827	85,488,436	25,705,827	11,224,680	31,309,303	2,799,321	2,377,958	5,952,682	—	2,641,906	([6])	3,476,760	9,277,834	2,679,369	11,364,188
1987–88	117,340,109	91,863,743	27,836,781	11,869,932	33,517,166	3,006,263	2,586,441	6,359,282	—	2,918,090	([6])	3,769,787	10,626,566	2,902,022	11,947,778
1988–89	128,501,638	100,598,033	30,806,566	12,837,218	36,031,208	3,363,676	2,914,396	7,060,730	—	3,315,620	([6])	4,268,618	11,991,265	3,056,760	12,855,580
1989–90[10]	139,635,477	109,241,902	33,926,060	14,016,432	38,349,239	3,639,902	3,143,696	7,781,422	—	3,632,100	([6])	4,753,051	13,216,664	3,238,442	13,938,469

[1] Excludes federally funded research and development centers (FFRDCs) from 1966–67 to 1989–90.

[2] Primarily limited to federally funded research and development centers (FFRDCs). Where separate data are not shown, they are included under federal.

[3] Universities, colleges, and professional schools only; teachers and normal colleges included under state.

[4] Included under state governments.

[5] Includes organized activities related to educational departments.

[6] Estimated.

[7] In later years, data are included primarily under sales and services and hospitals.

[8] Data are included under source of student aid money.

[9] Drop from previous year caused by a change in jurisdiction of one of the centers.

[10] Preliminary data.

—Data not available.

NOTE.—Beginning in 1959–60, data include Alaska and Hawaii. Because of changes in data collection instruments and definitions, a number of data comparability problems exist in this table. See methodology for more details. Data for years prior to 1929–30 give only a rough indication of the scope of the higher education enterprise at that time. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Annual Report of the Commissioner; Biennial Survey of Education in the United States; Financial Statistics of Institutions of Higher Education; Digest of Education Statistics;* and unpublished data. (This table was prepared September 1992.)

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Table 34.—Current-fund expenditures and educational and general expenditure per student of institutions of higher education, by function: 1929–30 to 1989–90

[In thousands]

Year	Current-fund expenditures	Educational and general expenditures							
		Total	Administration and general expense	Instruction and departmental research	Organized research	Libraries	Plant operation and maintenance	Organized activities related to instructional departments	Other sponsored programs [1]
1	2	3	4	5	6	7	8	9	10
1929–30	$507,142	$377,903	$42,633	$221,598	[5] $18,007	$9,622	$61,061	([6])	—
1931–32	536,523	420,633	47,232	232,645	[5] 21,978	11,379	56,797	[7] $21,297	—
1933–34	469,329	369,661	43,155	203,332	[5] 17,064	13,387	51,046	[7] 14,155	—
1935–36	541,391	419,883	48,069	225,143	[5] 22,091	15,531	56,802	[7] 20,241	—
1937–38	614,385	475,191	56,406	253,006	[5] 25,213	17,588	62,738	[7] 24,031	—
1939–40	674,688	521,990	62,827	280,248	[5] 27,266	19,487	69,612	[7] 27,225	—
1941–42	738,169	572,465	66,968	298,558	[5] 34,287	19,763	72,594	[7] 37,771	—
1943–44	974,118	753,846	69,668	334,189	[5] 58,456	20,452	81,201	[7] 48,415	[8] $97,044
1945–46	1,088,422	820,326	104,808	375,122	[5] 86,812	26,560	110,947	[7] 60,604	—
1947–48	1,883,269	1,391,594	171,829	657,945	[5] 159,090	44,208	201,996	[7] 85,346	—
1949–50	2,245,661	1,706,444	213,070	780,994	[5] 225,341	56,147	225,110	[7] 119,108	—
1951–52	2,471,008	1,960,481	233,844	823,117	[5] 317,928	60,612	240,446	[7] 147,854	—
1953–54	2,882,864	2,345,331	288,147	960,556	[5] 372,643	72,944	277,874	[7] 186,905	—
1955–56	3,499,463	2,861,858	355,207	1,140,655	[5] 500,793	85,563	324,229	[7] 222,007	—
1957–58	4,509,666	3,734,350	473,945	1,465,603	[5] 727,776	109,715	406,226	[7] 238,455	—
1959–60	5,601,376	4,685,258	583,224	1,793,320	[5] 1,022,353	135,384	469,943	[7] 294,255	—
1961–62	7,154,526	5,997,007	730,429	2,202,443	[5] 1,474,406	177,362	564,225	[7] 375,040	—
1963–64	9,177,677	7,725,433	957,512	2,801,707	[5] 1,973,383	236,718	686,054	[7] 458,507	—
1965–66	12,509,489	10,376,630	1,251,107	3,756,175	[5] 2,448,300	346,248	844,506	[7] 558,170	155,202
1966–67	14,230,341	10,724,974	1,445,074	4,356,413	1,565,102	415,903	969,275	591,848	350,950
1967–68	16,480,786	12,847,350	1,738,946	5,139,179	1,933,473	493,266	1,127,290	350,711	514,294
1968–69	18,481,583	14,718,140	2,277,585	5,941,972	2,034,074	571,572	1,337,903	535,269	668,483
1969–70	21,043,110	16,845,210	2,627,993	6,883,844	2,144,076	652,596	1,541,698	648,089	769,253
1970–71	23,375,197	18,714,642	2,983,911	7,804,410	2,209,338	716,212	1,730,664	693,011	890,507
1971–72	25,559,560	20,441,878	3,344,215	8,443,261	2,265,282	764,481	1,927,553	779,728	1,059,989
1972–73	27,955,624	22,400,379	3,713,068	9,243,641	2,394,261	840,727	2,141,162	791,290	1,284,085
1973–74	30,713,581	24,653,849	4,200,955	10,219,118	2,480,450	939,023	2,494,057	838,170	1,355,027
1974–75	35,057,563	27,547,620	4,495,391	11,797,823	3,132,132	1,001,868	2,786,768	1,253,824	—
1975–76	38,903,177	30,598,685	5,240,066	13,094,943	3,287,364	1,223,723	3,082,959	1,248,670	—
1976–77	42,599,816	33,151,681	5,590,669	14,031,145	3,600,067	1,250,314	3,436,705	1,544,646	—
1977–78	45,970,790	36,256,604	6,177,029	15,336,229	3,919,830	1,348,747	3,795,043	1,781,160	—
1978–79	50,720,984	39,833,116	6,832,004	16,662,820	4,447,760	1,426,614	4,178,574	2,044,386	—
1979–80	56,913,588	44,542,843	7,621,143	18,496,717	5,099,151	1,623,811	4,700,070	2,252,577	—
1980–81	64,052,938	50,073,805	8,681,513	20,733,166	5,657,719	1,759,784	5,350,310	2,513,502	—
1981–82	70,339,448	54,848,752	9,648,069	22,962,527	5,929,894	1,922,416	5,979,281	2,734,038	—
1982–83	75,935,749	58,929,218	10,412,233	24,673,293	6,265,280	2,039,671	6,391,596	3,047,220	—
1983–84	81,993,360	63,741,276	11,561,260	26,436,308	6,723,534	2,231,149	6,729,825	3,300,003	—
1984–85	89,951,263	70,061,324	12,765,452	28,777,183	7,551,892	2,361,793	7,345,482	3,712,460	—
1985–86	97,535,742	76,127,965	13,913,724	31,032,099	8,437,367	2,551,331	7,605,226	4,116,061	—
1986–87	105,763,557	82,955,555	15,060,576	33,711,146	9,352,309	2,441,184	7,819,032	5,134,267	—
1987–88	113,786,476	89,157,430	16,171,015	35,833,563	10,350,931	2,836,498	8,230,986	5,305,083	—
1988–89	123,867,184	96,803,377	17,309,956	38,812,690	11,432,170	3,009,870	8,739,895	5,894,409	—
1989–90 [10]	134,655,571	105,585,076	19,062,179	42,145,987	12,505,961	3,254,239	9,458,262	6,183,405	—

Table 34.—Current-fund expenditures and educational and general expenditure per student of institutions of higher education, by function: 1929–30 to 1989–90—Continued

[In thousands]

Year	Educational and general expenditures			Auxiliary enterprises	Independent operations[2]	Hospitals	Other current expenditures	Educational and general expenditures per student in fall enrollment[3]	
	Extension and public service	Scholarships and fellowships	Other general expenditures					Current dollars	Constant 1989–90 dollars[4]
1	11	12	13	14	15	16	17	18	19
1929–30	$24,982	([6])	—	$3,127	([5])	([7])	$126,112	343	2,547
1931–32	24,066	([6])	$5,239	90,897	([5])	([7])	24,993	364	3,210
1933–34	20,020	([6])	7,502	78,730	([5])	([7])	20,938	350	3,359
1935–36	29,426	([6])	2,580	95,332	([5])	([7])	26,176	348	3,211
1937–38	34,189	([6])	2,020	115,620	([5])	([7])	23,574	352	3,118
1939–40	35,325	([6])	—	124,184	([5])	([7])	28,514	349	3,174
1941–42	42,525	([6])	—	137,328	([5])	([7])	28,375	408	3,320
1943–44	44,421	([6])	—	199,344	([5])	([7])	20,928	653	4,755
1945–46	55,473	([6])	—	242,028	([5])	([7])	26,068	489	3,405
1947–48	71,180	([6])	—	438,988	([5])	([7])	52,687	595	3,243
1949–50	86,674	([6])	—	476,401	([5])	([7])	62,816	698	3,742
1951–52	97,408	$39,272	—	477,672	([5])	([7])	32,855	933	4,506
1953–54	112,227	74,035	—	537,533	([5])	([7])	—	1,051	4,964
1955–56	137,914	95,490	—	637,605	([5])	([7])	—	1,079	5,095
1957–58	175,256	129,935	7,439	775,316	([5])	([7])	—	1,124	4,995
1959–60	205,595	172,050	9,134	916,117	([5])	([7])	—	1,287	5,563
1961–62	244,337	228,765	—	1,157,517	([5])	([7])	—	1,447	6,112
1963–64	297,350	300,370	13,832	1,452,244	([5])	([7])	—	1,616	6,654
1965–66	438,385	425,524	153,013	1,887,744	([5])	([7])	[9]245,115	1,753	6,974
1966–67	226,566	583,390	220,453	2,060,130	$951,668	$253,790	[9]239,780	1,678	6,474
1967–68	597,544	712,425	240,222	2,302,419	765,495	290,000	[9]275,523	1,859	6,940
1968–69	536,527	814,755	—	2,539,183	697,317	526,943	—	1,959	6,974
1969–70	593,067	984,594	—	2,769,276	757,388	671,236	—	2,104	7,074
1970–71	588,390	1,098,198	—	2,988,407	829,596	842,552	—	2,181	6,971
1971–72	615,997	1,241,372	—	3,178,272	940,825	998,585	—	2,284	7,049
1972–73	669,735	1,322,411	—	3,337,789	1,033,746	1,183,709	—	2,431	7,210
1973–74	730,560	1,396,488	—	3,613,256	1,014,872	1,431,604	—	2,568	6,992
1974–75	1,097,788	1,449,542	532,485	4,073,590	1,085,590	2,350,763	—	2,694	6,606
1975–76	1,238,603	1,635,859	546,498	4,476,841	1,132,016	2,695,635	—	2,736	6,264
1976–77	1,343,404	1,770,214	584,515	4,858,328	1,434,738	3,155,069	—	3,010	6,513
1977–78	1,425,294	1,839,298	633,973	5,261,477	855,054	3,597,655	—	3,213	6,513
1978–79	1,593,097	1,944,599	703,262	5,749,974	1,007,119	4,130,775	—	3,538	6,557
1979–80	1,816,521	2,200,468	732,385	6,485,608	1,127,728	4,757,409	—	3,850	6,297
1980–81	2,057,770	2,504,525	815,516	7,288,089	1,257,934	5,433,111	—	4,139	6,068
1981–82	2,203,726	2,684,945	783,854	7,997,632	1,258,777	6,234,287	—	4,433	5,982
1982–83	2,320,478	2,922,897	856,548	8,614,316	1,406,126	6,986,089	—	4,742	6,135
1983–84	2,499,203	3,301,673	958,321	9,250,196	1,622,233	7,379,654	—	5,114	6,379
1984–85	2,861,095	3,670,355	1,015,613	10,012,248	1,867,550	8,010,141	—	5,723	6,871
1985–86	3,119,533	4,160,174	1,192,449	10,528,303	2,187,361	8,692,113	—	6,216	7,253
1986–87	3,448,453	4,776,100	1,212,488	11,037,333	2,597,655	9,173,014	—	6,635	7,574
1987–88	3,786,362	5,325,358	1,317,633	11,399,953	2,822,632	10,406,461	—	6,984	7,655
1988–89	4,227,323	5,918,666	1,458,397	12,280,063	2,958,962	11,824,782	—	7,415	7,769
1989–90[10]	4,689,758	6,655,544	1,629,742	13,203,984	3,187,224	12,679,286	—	7,799	7,799

[1] Includes all separately budgeted programs, other than research, which are supported by sponsors outside the institution. Examples are training programs, workshops, and training and instructional institutes. For years not shown, most expenditures for these programs are included under "Extension and public service."

[2] Generally includes only those expenditures associated with federally funded research and development centers (FFRDCs).

[3] Data for 1929–30 to 1945–56 are based on school year enrollment.

[4] Data adjusted by the Consumer Price Index computed on a school year basis.

[5] Expenditures for federally funded research and development centers are included under "Research."

[6] Included under "Other current expenditures."

[7] Expenditures for hospitals and independent operations included under "Organized activities related to instructional departments."

[8] Expenditures were for federal contract courses.

[9] Includes current expenditures for physical plant assets. In later years, the educational and general expenditures for physical plant assets are included under "Other educational and general expenditures."

[10] Preliminary data.

—Data not available.

NOTE.—The data in this table reflect limitations of data availability and comparability. Major changes in data collection forms in 1965–66 and 1974–75 cause significant data comparability problems among the three mostly consistent time periods, 1929–30 to 1963–64, 1965–66 to 1973–74, and 1974–75 to 1989–90. The largest problems affect Hospitals, Independent operations, Organized research, Other sponsored programs, Extension and public service, and Scholarships and fellowships.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States, Financial Statistics of Institutions of Higher Education*; and Integrated Postsecondary Education Data System, "Finance" survey. (This table was prepared September 1992.)

Table 35.—Value of property and endowment, and liabilities of institutions of higher education: 1899–1900 to 1989–90

[In thousands]

Year	Property value at end of year						Endowment (end of year market value)[1]	Liabilities of plant funds
	Total	Physical plant value				Endowment (book value)[1]		
		Total	Land	Buildings	Equipment			
1	2	3	4	5	6	7	8	9
1899–1900	$448,597	$253,599	—	—	—	[2]$194,998	—	—
1909–10	781,255	457,594	$92,359	$297,153	$68,082	[2]323,661	—	—
1919–20	1,316,404	747,333	128,922	495,920	122,491	[2]569,071	—	—
1929–30	3,437,117	2,065,049	304,114	1,490,014	270,921	[2]1,372,068	—	—
1935–36	3,913,028	2,359,418	334,085	1,636,722	388,611	[2]1,553,610	—	—
1937–38	4,208,695	2,556,075	313,665	1,811,309	431,101	1,652,620	—	—
1939–40	4,440,063	2,753,780	—	—	—	1,686,283	—	—
1941–42	4,525,925	2,759,261	—	—	—	[2]1,766,664	—	—
1947–48	6,076,212	3,691,725	—	—	—	2,384,487	—	—
1949–50	7,401,187	4,799,964	—	—	—	[2]2,601,223	—	—
1951–52	9,241,725	6,373,195	—	—	—	2,868,530	—	—
1953–54	10,717,082	7,523,193	—	—	—	3,193,889	—	—
1955–56	12,561,046	8,858,907	624,467	[3]6,697,648	1,536,792	3,702,139	—	$894,383
1957–58	15,770,197	11,124,489	733,182	[3]8,540,429	1,850,878	4,645,708	—	1,444,602
1959–60	18,870,628	13,548,548	842,664	[3]10,472,478	2,233,407	5,322,080	—	1,964,306
1961–62	22,761,193	16,681,844	1,009,294	[3]12,900,093	2,772,457	6,079,349	—	2,806,868
1963–64	28,232,362	21,279,346	1,292,691	[3]16,460,867	3,525,788	6,953,016	—	4,190,189
1965–66	35,274,597	26,851,273	1,758,901	[3]20,653,028	4,439,344	8,423,324	$11,126,831	6,071,750
1967–68	—	34,506,348	2,062,545	[3]26,673,826	5,769,977	—	—	—
1969–70	52,930,923	42,093,580	3,076,751	31,865,179	7,151,649	10,837,343	11,206,632	9,384,731
1970–71	57,394,951	46,053,585	3,117,895	35,042,590	7,893,100	11,341,366	13,714,330	9,786,240
1971–72	62,136,459	50,153,251	3,287,326	38,131,339	8,734,586	11,983,208	15,180,934	10,291,095
1972–73	66,814,103	53,814,596	3,492,611	40,808,481	9,513,503	12,999,507	15,099,840	10,823,595
1973–74	71,305,817	58,002,777	3,888,372	43,701,491	10,412,914	13,303,040	13,168,076	11,400,916
1974–75	75,585,674	62,183,078	4,210,901	46,453,642	11,518,536	13,402,596	14,364,545	12,413,420
1975–76	80,300,595	66,348,304	4,345,232	49,349,224	12,653,847	13,952,291	15,488,265	12,687,015
1976–77	85,486,550	70,739,427	4,444,927	52,384,393	13,910,107	[4]4,747,123	16,304,553	13,068,341
1977–78	90,337,044	74,770,804	4,621,071	55,188,603	14,961,131	15,566,240	16,840,129	13,437,861
1978–79	95,442,468	78,637,991	4,824,250	57,563,005	16,250,737	16,804,477	18,158,634	13,712,648
1979–80	102,294,859	83,733,387	5,037,172	60,847,097	17,849,119	18,561,472	20,743,045	14,181,991
1980–81	109,701,242	88,760,567	5,212,453	64,158,017	19,390,097	20,940,675	23,465,001	14,794,669
1981–82	117,601,954	94,516,512	5,402,339	67,794,877	21,319,297	23,085,442	24,415,245	15,487,618
1982–83	127,345,302	100,992,841	5,889,080	71,519,718	23,584,042	26,352,461	32,691,133	16,749,900
1983–84	137,141,741	107,640,113	6,109,746	75,220,765	26,309,602	29,501,629	32,975,610	18,277,315
1984–85	148,163,096	114,763,986	6,236,159	79,133,998	29,393,829	33,399,110	39,916,361	22,105,712
1985–86	160,959,517	122,261,355	6,573,923	82,886,012	32,801,419	38,698,162	50,280,775	25,699,408
1986–87	—	126,996,079	7,220,353	85,176,226	34,599,500	—	56,470,724	—
1987–88	—	133,228,717	7,827,226	88,356,303	37,045,188	—	57,338,768	—
1988–89	—	142,425,392	8,403,922	93,983,463	40,038,007	—	64,096,719	—
1989–90	—	155,401,508	8,969,805	101,909,833	44,521,870	—	67,927,188	—

[1] Includes funds functioning as endowment.

[2] Includes annuity funds.

[3] Includes improvements to land and equipment. These funds are included under appropriate categories after 1967–68.

—Data not available.

NOTE.—Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Biennial Survey of Education in the United States*, and Financial Statistics of Institutions of Higher Education survey. (This table was prepared September 1992.)

Table 36.—Gross domestic product, state and local expenditures, personal income, disposable personal income, and median family income: 1940 to 1991

Year	Gross domestic product, in billions		State and local expenditures,[1] in millions		Personal income, in billions	Disposable personal income, in billions of 1987 dollars	Disposable personal income per capita		Median family income
	Current dollars	Constant 1987 dollars	All general expenditures	Education expenditures			Current dollars	Constant 1987 dollars	
1	2	3	4	5	6	7	8	9	10
1940	—	—	$9,229	$2,638	—	—	—	—	—
1941	—	—	—	—	—	—	—	—	—
1942	—	—	9,190	2,586	—	—	—	—	—
1943	—	—	—	—	—	—	—	—	—
1944	—	—	8,863	2,793	—	—	—	—	—
1945	—	—	—	—	—	—	—	—	—
1946	—	—	11,028	3,356	—	—	—	—	—
1947	—	—	—	—	—	—	—	—	$3,031
1948	—	—	17,684	5,379	—	—	—	—	3,187
1949	—	—	—	—	—	—	—	—	3,107
1950	—	—	22,787	7,177	—	—	—	—	3,319
1951	—	—	—	—	—	—	—	—	3,709
1952	—	—	26,098	8,318	—	—	—	—	3,890
1953	—	—	27,910	9,390	—	—	—	—	4,242
1954	—	—	30,701	10,557	—	—	—	—	4,167
1955	—	—	33,724	11,907	—	—	—	—	4,418
1956	—	—	36,7 .1	13,220	—	—	—	—	4,780
1957	—	—	40,375	14,134	—	—	—	—	4,966
1958	—	—	44,851	15,919	—	—	—	—	5,087
1959	$494.2	$1,931.3	48,887	17,283	$391.2	$1,284.9	$1,958	$7,256	5,417
1960	513.4	1,973.2	51,876	18,719	409.2	1,313.0	1,994	7,264	5,620
1961	531.8	2,025.6	56,201	20,574	426.5	1,356.4	2,048	7,382	5,735
1962	571.6	2,129.8	60,206	22,216	453.4	1,414.8	2,137	7,583	5,956
1963	603.1	2,218.0	63,977	23,729	476.4	1,461.1	2,210	7,718	6,249
1964	648.0	2,343.3	69,302	26,286	510.7	1,562.2	2,369	8,140	6,569
1965	702.7	2,473.5	74,678	28,563	552.9	1,653.5	2,527	8,508	6,957
1966	769.8	2,622.3	82,843	33,287	601.7	1,734.3	2,699	8,822	7,532
1967	814.3	2,690.3	93,350	37,919	646.5	1,811.4	2,861	9,114	7,933
1968	889.3	2,801.0	102,411	41,158	709.9	1,886.8	3,077	9,399	8,632
1969	959.5	2,877.1	116,728	47,238	773.7	1,947.4	3,274	9,606	9,433
70	1,010.7	2,875.8	131,332	52,718	831.0	2,025.3	3,521	9,875	9,867
19	1,097.2	2,965.1	150,674	59,413	893.5	2,099.9	3,779	10,111	10,285
1972	1,207.0	3,107.1	168,550	65,814	980.5	2,186.2	4,042	10,414	11,116
1973	1,349.6	3,268.6	181,357	69,714	1,098.7	2,334.1	4,521	11,013	12,051
1974	1,458.6	3,248.1	198,959	75,833	1,205.7	2,317.0	4,893	10,832	12,902
1975	1,585.9	3,221.7	230,721	87,858	1,307.3	2,355.4	5,329	10,906	13,719
1976	1,768.4	3,380.8	256,731	97,216	1,446.3	2,440.9	5,796	11,192	14,958
1977	1,974.1	3,533.2	274,215	102,780	1,601.3	2,512.6	6,316	11,406	16,009
1978	2,232.7	3,703.5	296,983	110,758	1,807.9	2,638.4	7,042	11,851	17,640
1979	2,488.6	3,796.8	327,517	119,448	2,033.1	2,710.1	7,787	12,039	19,587
1980	2,708.0	3,776.3	369,086	133,211	2,265.4	2,733.6	8,576	12,005	21,023
1981	3,030.6	3,843.1	407,449	145,784	2,534.7	2,795.8	9,455	12,156	22,388
1982	3,149.6	3,760.3	436,896	154,282	2,690.9	2,820.4	9,989	12,146	23,433
1983	3,405.0	3,906.6	466,421	163,876	2,862.5	2,893.6	10,642	12,349	24,674
1984	3,777.2	4,148.5	505,008	176,108	3,154.6	3,080.1	11,673	13,029	26,433
1985	4,038.7	4,279.8	553,899	192,686	3,379.8	3,162.1	12,339	13,258	27,735
1986	4,268.6	4,404.5	605,623	210,819	3,590.4	3,261.9	13,010	13,552	29,458
1987	4,539.9	4,540.0	657,134	226,619	3,802.0	3,289.6	13,545	13,545	[2]30,970
1988	4,900.4	4,718.6	704,921	242,683	4,075.9	3,404.3	14,477	13,890	[2]32,191
1989	5,244.0	4,836.9	762,360	263,898	4,380.2	3,471.2	15,313	14,030	[2]34,213
1990	5,513.8	4,884.9	834,786	288,148	4,679.8	3,538.3	16,236	14,154	[2]35,353
1991	5,671.8	4,848.4	—	—	4,833.9	3,534.1	16,693	13,987	—

[1] Data for years prior to 1963 include expenditures for government fiscal years ending during that particular calendar year. Data for 1963 and later years are the aggregations of expenditures for government fiscal years which ended on June 30 of the stated year. General expenditures exclude expenditures of publicly owned utilities and liquor stores, and of insurance-trust activities. Intergovernmental payments between state and local governments are excluded. Payments to the federal government are included.

[2] Revised methodology.

—Data not available.

NOTE.—Gross Domestic Product (GDP) data are adjusted by the GDP implicit price deflator. Personal income data are adjusted by the personal consumption deflator. Some data have been revised from previously published figures.

SOURCE: Executive Office of the President, *Economic Report of the President*, February 1992; U.S. Department of Commerce, Bureau of the Census, *Consumer Income*, Series P-60, No. 174; U.S. Census Bureau, news release, December 30, 1991. (This table was prepared May 1992.)

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Table 37.—Gross domestic product deflator, Consumer Price Index, education price indexes, and federal budget composite deflator: 1919 to 1992

Calendar year			School year				Federal fiscal year	
Year	Gross domestic product deflator	Consumer Price Index[1]	Year	Consumer Price Index[2]	Elementary/ Secondary Price Index	Higher Education Price Index	Year	Federal budget composite deflator
1	2	3	4	5	6	7	8	9
1919	—	17.3	1919–20	19.1	—	—	1919	—
1929	—	17.1	1929–30	17.1	—	—	1929	—
1934	—	13.4	1934–35	13.6	—	—	1934	—
1939	—	13.9	1939–40	14.0	—	—	1939	—
1940	—	14.0	1940–41	14.2	—	—	1940	0.0988
1941	—	14.7	1941–42	15.6	—	—	1941	0.1036
1942	—	16.3	1942–43	16.9	—	—	1942	0.1136
1943	—	17.3	1943–44	17.4	—	—	1943	0.1234
1944	—	17.6	1944–45	17.8	—	—	1944	0.1198
1945	—	18.0	1945–46	18.2	—	—	1945	0.1157
1946	—	19.5	1946–47	21.2	—	—	1946	0.1129
1947	—	22.3	1947–48	23.3	—	—	1947	0.1419
1948	—	24.1	1948–49	24.1	—	—	1948	0.1637
1949	—	23.8	1949–50	23.7	—	—	1949	0.1701
1950	—	24.1	1950–51	25.1	—	—	1950	0.1702
1951	—	26.0	1951–52	26.3	—	—	1951	0.1597
1952	—	26.5	1952–53	26.7	—	—	1952	0.1683
1953	—	26.7	1953–54	26.9	—	—	1953	0.1787
1954	—	26.9	1954–55	26.8	—	—	1954	0.1835
1955	—	26.8	1955–56	26.9	—	—	1955	0.1897
1956	—	27.2	1956–57	27.7	—	—	1956	0.1995
1957	—	28.1	1957–58	28.6	—	—	1957	0.2081
1958	—	28.9	1958–59	29.0	—	—	1958	0.2205
1959	25.6	29.1	1959–60	29.4	—	—	1959	0.2317
1960	26.0	29.6	1960–61	29.8	—	25.1	1960	0.2367
1961	26.3	29.9	1961–62	30.1	—	26.1	1961	0.2392
1962	26.8	30.2	1962–63	30.4	—	27.1	1962	0.2435
1963	27.2	30.6	1963–64	30.8	—	28.1	1963	0.2539
1964	27.7	31.0	1964–65	31.2	—	29.3	1964	0.2586
1965	28.4	31.5	1965–66	31.9	—	30.8	1965	0.2641
1966	29.4	32.4	1966–67	32.9	—	32.4	1966	0.2705
1967	30.3	33.4	1967–68	34.0	—	34.3	1967	0.2780
1968	31.7	34.8	1968–69	35.7	—	36.7	1968	0.2903
1969	33.3	36.7	1969–70	37.8	—	39.2	1969	0.3086
1970	35.1	38.8	1970–71	39.7	—	41.6	1970	0.3273
1971	37.0	40.5	1971–72	41.2	—	44.0	1971	0.3497
1972	38.8	41.8	1972–73	42.8	—	46.3	1972	0.3731
1973	41.3	44.4	1973–74	46.6	—	49.6	1973	0.3961
1974	44.9	49.3	1974–75	51.8	52.7	53.8	1974	0.4307
1975	49.2	53.8	1975–76	55.5	57.1	57.9	1975	0.4758
1976	52.3	56.9	1976–77	58.7	60.8	61.7	1976	0.5098
1977	55.9	60.6	1977–78	62.6	64.6	65.8	1977	0.5623
1978	60.3	65.2	1978–79	68.5	70.3	70.6	1978	0.5928
1979	65.5	72.6	1979–80	77.6	76.5	77.5	1979	0.6441
1980	71.7	82.4	1980–81	86.6	85.7	85.9	1980	0.7102
1981	78.9	90.9	1981–82	94.1	93.7	94.0	1981	0.7817
1982	83.8	96.5	1982–83	98.2	100.0	100.0	1982	0.8369
1983	87.2	99.6	1983–84	101.8	105.6	104.7	1983	0.8776
1984	91.0	103.9	1984–85	105.8	112.6	110.5	1984	0.9125
1985	94.4	107.6	1985–86	108.8	119.6	115.6	1985	0.9452
1986	96.9	109.6	1986–87	111.2	125.7	120.3	1986	0.9735
1987	100.0	113.6	1987–88	115.8	132.7	125.8	1987	1.0000
1988	103.9	118.3	1988–89	121.2	139.7	133.1	1988	1.0361
1989	108.4	124.0	1989–90	127.0	147.6	140.8	1989	1.0815
1990	112.9	130.7	1990–91	133.9	—	—	1990	1.1283
1991	117.0	136.2	1991–92	138.2	—	—	1991	1.1782
1992	—	—	1992–93	—	—	—	1992	1.2147

[1] Index for urban wage earners and clerical workers through 1977; 1978 and later figures are for all urban consumers.

[2] Consumer Price Index adjusted to a school-year basis (July through June).

—Data not available.

NOTE.—Some data have been revised from previously published figures.

SOURCE: Council of Economic Advisers, *Economic Indicators*, February 1991, and *Economic Report of the President*, February 1992; U.S. Department of Education, National Institute of Education, *Inflation Measures for Schools and Colleges*; U.S. Department of Labor, Bureau of Labor Statistics, *Consumer Price Index*; *Research Associates of Washington*, "Inflation Measures for Schools and Colleges, 1990 Update;" U.S. Office of Management and Budget, *Budget of the U.S. Government, Fiscal Year 1993*. (This table was prepared July 1992.)

Methodology
General Note

Nationwide statistics on education have been collected and published primarily by the U.S. Department of Education (formerly the Office of Education) and the U.S. Bureau of the Census. Data on education have also been collected and published by other federal, state and local governmental agencies, and by independent research organizations.

The Department of Education obtained the data for this publication from reports of state and local school systems and institutions of higher education. These data relate to school enrollment and attendance, graduates, instructional staff, curricula, school district organization, and receipts and expenditures for elementary and secondary schools, and enrollment, faculty, degrees conferred, income, expenditures, property, and plant fund operations for institutions of higher education.

Data in this report from the Bureau of the Census were obtained from households in the decennial censuses and monthly sample surveys, and relate primarily to school enrollment, literacy, and educational attainment of the general population.

The Department of Education has issued statistical reports on elementary, secondary, and higher education since 1870. From 1869–70 to 1916–17, statistics were included as part of the *Annual Report of the Commissioner of Education.* From 1917–18 to 1957–58, a report was issued for each even-numbered school year under the title, *Biennial Survey of Education in the United States.* Chapter 1 of the *Biennial Survey,* "Statistical Summary of Education," and chapter 2, "Statistics of State School Systems," are primary sources for some derived measures relating to education. Beginning with 1940–41 and ending with 1950–51, chapter 2 was supplemented by an abridged report issued as a circular for each odd-numbered school year. Biennial survey data were based on report forms completed by state departments of education (a copy of the report form appears in the *Biennial Survey* of 1951–52 and 1953–54). Beginning with the *Biennial Survey* of 1951–52 and 1953–54, these forms have been completed by education officials in accordance with detailed instructions contained in the Office of Education, *Handbook I, the Common Core of State Educational Information.* Prior to that date, the forms were completed in accordance with various circulars of information distributed by the Office of Education.

Since 1962, the annual publication, *Digest of Education Statistics,* has provided an abstract of statistical information covering the broad field of American education from kindergarten through graduate school. The *Digest* utilizes materials from numerous sources, including the statistical surveys and estimates of the Department of Education and other appropriate agencies, both governmental and nongovernmental. It is divided into seven chapters: (1) all levels of education; (2) elementary and secondary education; (3) postsecondary education; (4) federal programs for education; (5) outcomes of education; (6) international comparisons of education; and (7) learning resources and technology.

A major issue in presenting accurate statistical data on a national basis is the uniformity with which all recording units use standard terms, definitions, and procedures. Prior to 1908–09, this was controlled only by definitions on the questionnaires requesting information. Since 1908–09, the Office of Education in cooperation with other national and state organizations has improved uniform recording and reporting through the means of national committees, publications, and national and regional conferences.

A major problem in the collection and processing of comprehensive nationwide school statistics is getting all the schools to respond within reasonable time limits. School authorities are not compelled to report to the Department of Education. There is some evidence that the proportion of schools reporting has increased through the years. This increase is most evident in the data for secondary schools. Prior to 1929–30, a complete list of public secondary day schools had not been compiled, and consequently there is no way to measure the degree of response in the earlier years. Since there was no attempt to estimate data for the nonrespondents in the early years, the secondary school data are undercounted. This was especially problematic for high school enrollment and graduate data of the 1870s and 1880s. In 1929–30, there were 23,930 public secondary day schools on file, and reports were received from 22,237. In 1937–38, the number of schools on file increased to 35,308, and the number reporting was

25,091. In 1951–52, there were 23,757 schools, and replies were received from all but 12 schools. The data for the missing schools were estimated, and the published totals for 1951–52 cover all public secondary day schools.

Since 1869–70, there have been both major and minor changes in the collection patterns with changes in the administration of the program. Some patterns lasted for many years. With voluntary response and no field service (until 1924), response rates varied in their completeness for both reporting in general and for specific items. The completeness of the coverage is not always made evident in the publications. For example, field service supplemented returns by mail for the 1923–24 biennial chapters. From 1923 to 1963, visits were made to state departments of education and colleges and universities to complete the coverage from basic or secondary records available in the state departments of education or at individual schools and institutions. The introduction of sampling in recent years has also insured adequate coverage.

The data in these historical tables will not always agree with similar data in the publications cited as sources for a specific year because tabulations were "kept open" for many years, and as data came in, they were added and reflected in future historical tables. In addition, when feasible, missing data have been imputed to produce consistent national information.

Table 1.—Population, by age and race, live births, and birth rate: 1970 to 1991

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, and unpublished data; *Historical Statistics of the United States, Colonial Times to 1970.* U.S. Department of Health and Human Services, National Center for Health Statistics, *Monthly Vital Statistics Report,* various issues.

The annual population estimates are as of July 1 and, thus, differ from decennial census population estimates. Annual estimates prior to 1900 are based on linear interpolation between decennial years. Estimates between 1900 and 1919 are based on interpolation applied to decennial age data. Subsequent data are based on decennial data augmented by information on births, deaths, and international migration. Population data for the period from 1980 to 1989 are likely to be revised when they are controlled to the 1990 census. However, experience from past decennial census changes indicates that these changes will be small.

Births and deaths are classified in the category of information known as vital statistics. These data are compiled by the National Center for Health Statistics (originally by the National Office of Vital Statistics). Since 1900, these have been collected by the Bureau of the Census from various state offices. Since 1951, birth statistics have been estimated based on a 50 percent sample of all registered births. Data on death registrations are compiled in a similar manner. However, each of these relies on the purported reliability of registrations at state and local levels.

Table 2.—School enrollment of 5- to 19-year-olds per 100 persons, by sex and race: 1850 to 1991

Source: U.S. Bureau of the Census. Decennial data, 1850 to 1930, Fifteenth Census Reports, Population, vol. II; 1940 to 1950, U.S. Census of Population: 1950, vol. II, part 1; U.S. Census of Population: 1960, PC(1)-ID. Other data, Current Population Reports, series P-20, Nos. 54, 66, 74, 80, 93, 101, 110, 117, 126, 129, 148, 162, 167, 206, and 222; 1970 to 1991, Current Population Survey, survey data files.

For decennial census years, the statistics refer to the total population within the specified age group; figures from the Current Population Survey (CPS) refer to the civilian noninstitutional population. Persons not covered in the CPS (Armed Forces and institutional population) are known to have low enrollment rates.

In the Census of Population for 1940 and 1950, and in the CPS, 1954 to 1991, enrollment was defined as enrollment in "regular" schools only—that is, schools where enrollment may lead toward an elementary or high school diploma, or to a college, university, or professional school degree. Such schools included public and private nursery schools, kindergartens, elementary and secondary schools, colleges, universities, and professional schools. Enrollment could be either full-time or part-time, day or night.

If a person was receiving regular instruction at home from a tutor and if the instruction was considered comparable to that of a regular school or college, the person was counted as enrolled. Enrollment in a correspondence course was counted only if the person received credit in the regular school system. Enrollments in business and trade schools at the postsecondary level were excluded if the coursework did not lead to a degree.

Children enrolled in kindergarten were included in the "regular" school enrollment figures in the Current Population Survey beginning in 1950; children enrolled in nursery school were included beginning in 1967. Children enrolled in kindergarten were not included in the "regular" school enrollment figures in the 1950 Census of Population; however, they have been included here to make the data comparable

with earlier years and with current practice. In censuses prior to 1950, no attempt was made to exclude children in kindergarten so that the statistics for those years include varying proportions attending kindergarten. Also, in censuses prior to 1940, the data were not restricted as to type of school or college the person was attending.

In addition to differences in definitions of school enrollment and in population coverage, the enrollment data for different years may differ because of variations in the dates when the questions were asked and the time periods to which enrollment referred. Data from the Current Population Survey were obtained in October and refer to enrollment in the current school term. In 1940, 1950, and 1960, the censuses were taken as of April 1, but enrollment related to any time after March 1 in 1940 and any time after February 1 in 1950 and 1960. The corresponding question in the censuses from 1850 to 1930 applied to a somewhat longer period: in 1850 to 1900, to the 12 months preceding the census date; and in 1910, 1920, and 1930, to the period between the preceding September 1 and the census date (April 15 in 1910, January 1 in 1920, and April 1 in 1930).

Information on school enrollment is also collected and published by the Department of Education. These data are obtained from reports of school surveys and censuses. They are, however, only roughly comparable with data collected by the Bureau of the Census from households, because of differences in definitions, time references, population coverage, and enumeration methods.

Table 3.—School enrollment and school enrollment rates, by age and sex: 1940 to 1991

Source: U.S. Bureau of the Census, 1940, U.S. Census of Population: 1950, vol. II, part 1; 1945 to 1969, Current Population Reports, series P-20, Nos. 19, 24, 30, 34, 45, 52, 54, 66, 74, 80, 93, 101, 110, 117, 126, 129, 148, 162, 167, 190, 206, and 222; 1970 to 1991, Current Population Survey, survey data files.

The estimates are based on data obtained in October in the Current Population Survey of the Bureau of the Census, except that data shown for 1940 are based on complete enumeration of the population and were published in volume II of the 1950 census reports on population. Except for 1940, data are for the civilian population excluding the relatively small number in institutions. Data shown for 1940 relate to the total population, including those in institutions and all members of the Armed Forces (about 267,000) enumerated on April 1.

The school enrollment statistics from the Current Population Survey are based on replies to the enumerator's inquiry as to whether the person was enrolled in school. See description of CPS procedures under previous table.

Table 4.—Years of school completed by persons 25 years old and over, by race and sex: April 1940 to March 1991

Table 5.—Median years of school completed by persons age 25 and over and 25 to 29, by race and sex: 1910 to 1991

Source: U.S. Bureau of the Census, 1940 and 1950, U.S. Census of Population, 1950, vol. II; 1960, U.S. Census of Population: 1960, series PC-I; 1970 to 1991, Current Population Survey, survey data files.

The median years of school completed is defined as the value which divides the population into two equal parts—one-half having completed more and the other half less schooling than the median. The median was computed after the statistics on years of school completed had been converted to a continuous series of numbers (e.g., completion of the 1st year of high school was treated as completion of the 9th year and completion of the 1st year of college as completion of the 13th year). The persons completing a given school year were assumed to be distributed evenly within the interval from .0 to .9 of the year (e.g., persons completing the 12th year were assumed to be distributed evenly between 12.0 and 12.9). The effect of the assumption is to place the median for younger persons slightly below, and for older persons slightly above, the true median. Because of the inexact assumption as to the distribution within an interval, this median is more appropriately used for comparing groups and the same group at different dates than as an absolute measure of educational attainment.

The data for 1940, 1950, and 1960 are based on the decennial censuses: complete count in 1940, 20 percent sample in 1950, and 25 percent sample in 1960. The data for 1970 through 1991 are based on the March Current Population Survey and may differ from decennial census data for the following reasons: (1) only those members of the Armed Forces in the United States living off post or with their families on post are included in the CPS whereas all members of the Armed Forces in the United States are included in the census data and (2) there are differences between the CPS and the censuses in coverage, enumeration techniques, and methods of allocating responses.

The procedure used both in 1940 and 1950 for calculating the median years of school completed made allowance for the fact that many persons reported as having completed a given full school year had also completed a part of the next higher grade. Thus, it

is assumed that persons who reported 12 full years of school completed had actually completed 12.5 years, on the average.

Although the statistics on median years of school completed have been available only since 1940, the data by age give further indication of time trends. The 1910 to 1930 data cited in the table are based on a retrojection of educational attainment of older age groups.

Differences in the quality of education data for the three censuses may have resulted in part from changes in the way the information was requested. In 1940, a single question was asked on highest grade of school completed. In the 1950 and 1960 censuses and the various CPS surveys, data on years of school completed were obtained from a combination of responses to two questions, one asking for the highest grade of school attended and another whether that grade was finished. Analysis of data from the 1940 census returns and from surveys conducted by the Bureau of the Census based on the same question wording as in 1940 indicated that respondents frequently reported the year or grade they had last attended, instead of the one completed. There is evidence that, as a result of the change in the questions in 1950, there was relatively less exaggeration in reporting educational attainment than in 1940. Hence, the indicated increases in attainment between 1940 and 1950 tend slightly to understate the true increase.

The 1970 to 1991 data are based on sample surveys and relate to the resident population, including inmates of institutions and members of the Armed Forces living off post or with their families on post; all other members of the Armed Forces are excluded. Except for 1940, the data were derived from the combination of answers to two questions: (a) "What is the highest grade of school he has ever attended?" and (b) "Did he finish the grade?" In 1940, a single question was asked on highest grade of school completed. The questions on educational attainment apply only to progress in regular schools.

Table 6.—Percentage of persons 14 years old and over who are illiterate, by race and nativity: 1870 to 1979

Source: U.S. Bureau of the Census, 1870 to 1930, Fifteenth Census Reports, Population, vol. II; 1940 to 1979, Current Population Reports, series P-20, Nos. 20, 45, and 217; and series P-23, No. 116.

Persons were regarded as illiterate if they could not read and write, either in English or some other language. Information on illiteracy of the population was obtained from direct questions in the censuses of 1870 to 1930. The data for 1947, 1952, 1959, 1969, and 1979 were obtained from sample surveys; they exclude the Armed Forces and inmates of institutions. The statistics for the census years 1940 and 1950 were derived by estimating procedures. In 1947, the literacy question was asked only of persons who had completed less than 5 years of school; in 1952, 1959, 1969, and 1979, the same general procedure was used, but the question was asked of those who had completed less than 6 years of school.

These surveys examined a very fundamental level of reading and writing. More recent studies on this issue have analyzed functional illiteracy. Functional illiteracy indicates a lack of ability to function effectively in a modern society. These functional illiteracy percentages are substantially higher than earlier studies based on fundamental illiteracy.

Some variation has existed over the years in the way the question on illiteracy was asked. Since 1930, reference has been made as to whether or not the person was able to read and write. In the censuses of 1870 to 1930, two questions were asked; one on whether the person was able to read and one on whether he could write. Illiteracy was defined as inability to write "regardless of ability to read." Since the data showed that nearly all persons who were able to write could also read, the earlier statistics should be generally comparable with data obtained through the consolidated question used in later years.

Ability to read and write cannot be defined so precisely in a census to cover all cases with certainty. No specific test of ability to read and write was used, but enumerators were instructed not to classify a person as literate simply because he was able to write his name. Analysts of earlier census data assumed that the illiterate population comprised only those persons who had no education whatever. Information on the educational attainment of illiterates obtained in recent sample surveys indicates, however, that some persons cannot read and write even though they have had some formal schooling. For example, data from the Current Population Survey of October 1952 show that among persons 14 years old and over the proportion reported as illiterate ranged from 77.8 percent of those who had not completed a year of school to 1.3 percent of those who had completed 5 years. Comparable figures from the November 1969 survey were 57.4 percent and 2.3 percent, respectively.

Data on illiteracy were also collected in the censuses of 1840, 1850, and 1860, but are not included here because they are not comparable with statistics for subsequent years and because of limitations in the quality of data for those early years. In 1840, the head of the family was asked for the total number of illiterates in each family, a method which undoubtedly led to some understatement. Beginning with 1850,

the individual entry system was used, the question being asked regarding each member of the family. By 1870, another change in census methods was introduced, separate questions being asked on ability to read and ability to write. In addition to changes in the form of the inquiry, the statistics on illiteracy for 1840, 1850, and 1860 related to the population 20 years old and over, whereas in the 1870 and later censuses, they referred to the population 10 years old and over.

The percentages of illiterates in the total population 20 years old and over, as recorded in those earlier censuses, were as follows: 1840, 22.0 percent; 1850, 22.6 percent; and 1860, 19.7 percent. The comparable percentages for the white population 20 years old and over in those years were 9.0, 10.7 and 8.9 percent, respectively. The apparent increases in illiteracy of white persons in 1850 and 1870 may be due, in part, to the large influx of immigrants during those periods, many of whom could not read and write in any language. It is more likely, however, that the apparent increases resulted from improvements in the way the information was obtained at those census dates.

Table 7.—Annual mean income of males and females 25 years old and over, by years of school completed: 1939 to 1991

Source: 1939 to 1949, Herman P. Miller, "Annual and Lifetime Income in Relation to Education"; 1939 to 1959, American Economic Association, *The American Economic Review*, December 1960 (copyright); 1956 to 1969, U.S. Bureau of the Census, Current Population Reports, series P-60, No. 74; and 1970 to 1991, Current Population Survey, survey data files.

Data for 1939 were derived from 1940 Census of Population, *Education: Educational Attainment by Economic Characteristics and Marital Status*; for 1946, from Current Population Reports, series P-60, No. 5; and for 1949, from 1950 Census of Population, series P-E, No. 5B, *Education*. For details of methodology, see the source.

Neither the income concept nor the universe covered is directly comparable for all years shown. Most of the differences, however, are relatively small and are not believed to seriously distort the relationships. The figures for 1939 are based on the 1940 census and are restricted to males 25 to 64 years of age with $1 or more of wage or salary income and less than $50 of nonwage income. For this group the averages represent total money income; however, this group includes only about three-fifths of all men 25 to 64 years old in 1940. The effects of this restriction cannot be measured, but it is undoubtedly more important than restrictions cited for other years. It is also possible that this restriction affects college graduates more than persons with less schooling and for them tends to create a biased sample since college graduates are more likely to have income other than earnings.

The 1946 figures are based on the Current Population Survey and represent the total money earnings (not total income) of the civilian noninstitutional male population 25 years old and over. Although the conceptual differences between income and earnings are substantial, the actual differences in the averages are quite small, primarily because the amount of nonearned income is small relative to the total, and this type of income tends to be seriously underreported in household surveys of income. The 1949 figures are based on the 1950 census and also represent the total money income of all males 25 years old and over, including a relatively small number of institutional inmates.

The 1956 to 1991 figures are entirely comparable since they are based on the Current Population Survey and represent the total money income of the civilian noninstitutional population of the United States and members of the Armed Forces in the United States living off post or with their families on post, but excluding all other members of the Armed Forces. For each person in the sample, 14 years old and over, questions were asked on the amount of money income received during the preceding calendar year from each of the following sources: (1) money wages or salary; (2) net income from nonfarm self-employment; (3) net income from farm self-employment; (4) social security; (5) dividends, interest (on savings or bonds), income from estates or trusts or net rental income; (6) public assistance or welfare payments; (7) unemployment compensation, government employee pensions, or veterans' payments; (8) private pensions, annuities, alimony, regular contributions from persons not living in this household, royalties, and other periodic income. The amounts received represent income before deductions for personal taxes, social security, bonds, etc.

Table 8.—Historical summary of public elementary and secondary school statistics: 1869–70 to 1989–90

Table 9.—Enrollment in regular public and private elementary and secondary schools, by grade level: 1869–70 to fall 1992

Table 10.—Enrollment in regular public elementary and secondary schools, by grade: 1910–11 to fall 1990

Table 11.—Enrollment in regular public elementary and secondary schools, by state: 1870–71 to fall 1990

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1916–17 to 1955–56, *Biennial Survey of Education in the United States, Statistics of State School Systems,* various issues; 1957–58 to 1991–92, National Center for Education Statistics, *Digest of Education Statistics,* various issues, and unpublished tabulations. U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970.*

A school is defined as a division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant. The actual operation of public schools is generally the sole responsibility of local school systems in the various states. The local basic administrative unit or school district is an area organized as a quasi-corporation under the jurisdiction of a board of education responsible for the administration of all public schools in the area. School districts provide the machinery through which local control of schools is exercised and are largely responsible for the location and size of schools, the types of educational programs and services offered, and the amount of financial support to be provided locally.

A public school is defined as one operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

Enrollment and other figures prior to 1959–60 for public elementary and secondary day schools only include the coterminous United States. Excluded are public schools in the outlying areas of the United States, public schools operated directly by the federal government on military reservations and schools for Indians, public residential schools for exceptional children, and subcollegiate departments of institutions of higher education. Only regular day school pupils are included; pupils enrolled in night schools and summer schools are excluded.

Private schools, while subject to certain regulatory controls of the state, are under the operational control of private individuals or religiously affiliated or nonsectarian institutions. Whether operated on a profit or nonprofit basis, private schools are generally supported by private funds as distinguished from public funds.

Private school figures are not strictly comparable. For example, in some of the earlier years, the figures include enrollment of secondary pupils in subcollegiate departments of institutions of higher education, normal schools, etc. Enrollment figures prior to 1976 do not include private schools for exceptional children or private vocational or trade schools. They cover only regular day school pupils. Summer school pupils are excluded in all years.

It should be noted that the annual public enrollment information such as that tabulated in the Biennial Survey of Education was collected on a state-by-state basis and represented a cumulative count of the total number of different pupils registered at any time during the school year in each state. Pupils enrolled in two or more states at any time during the school year are, therefore, counted more than once, resulting in a tendency to increase the total enrollment figure for the Nation.

The number of pupils per classroom teacher, otherwise known as the "pupil/teacher ratio," has often been used as a measure of teacher workload. For years prior to the 1940s, the available figures on "teachers" sometimes included librarians and guidance and psychological personnel as well as classroom teachers.

Table 12.—Children served in special education programs, by type of disability: 1921–22 to 1989–90

Source: U.S. Department of Education (Office of Education), 1921–22 to 1947–48, *Biennial Survey of Education in the United States;* 1951–52 and 1952–53, *Statistics of Special Schools and Classes for Exceptional Children;* and 1957–58 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

Children served in these programs include "exceptional children" in years prior to 1970. This term applies to pupils who need additional education services, referred to as "special education," because of their physical, intellectual, or personal-social differences from other children. Included are the unusually bright or gifted children; the mentally retarded; the disabled, including the physically handicapped, learning disabled, and cerebral-palsied; those with special health problems such as cardiac involvement, epilepsy, and other debilitating conditions; the blind and partially seeing; the deaf and hard-of-hearing; those with speech impairments; and the emotionally disturbed. Pupils are reported according to the major type of exceptionality for which they were receiving special education.

Data for years after 1970 are based on counts of students participating in PL 94–142, Education of the Handicapped Act, and the successor, Individuals with Disabilities Education Act (IDEA) programs.

Table 13.—Public school pupils transported at public expense and current expenditures for transportation: 1929–30 to 1989–90

Source: 1929–30 to 1989–90, U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992.* 1979–80 to 1989–90, Bobbit Publishing Co., *School Bus Fleet,* January issues.

More than half of U.S. public school children ride buses to school, frequently because walking to school would be inconvenient or unsafe. Pupil transportation services may also be provided as a result of state or local legislation for reorganizing school systems, consolidating widely scattered school attendance areas, or achieving equalization of educational opportunity.

Expenditures of public funds for transportation include salaries, vehicle replacement, supplies and maintenance for vehicles and garages, transportation insurance, contracted services, fares for public transportation, and payments in lieu of transportation. Data through 1979–80 are based on reports by state education agencies to the National Center for Education Statistics. Data for later years are estimates based on data reported by *School Bus Fleet.*

Table 14.—Average daily attendance, instructional staff, and teachers in public elementary and secondary schools: 1869–70 to 1990–91

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1957–58, *Biennial Survey of Education in the United States,* various issues; 1959–60 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics,* various issues. 1969–70 to 1980–91, National Education Association, *Estimates of School Statistics,* various issues.

Figures for average daily attendance in public schools were computed by dividing the total number of days attended by all pupils enrolled by the number of days school was actually in session. Only days when the pupils were under the guidance and direction of teachers are considered as days in session.

"Instructional staff" refers to personnel who render direct and personal services which are in the nature of teaching or the improvement of the teacher-learning situation. Included, therefore, are supervisors of instruction, principals, teachers, guidance personnel, librarians, and psychological personnel. The duty of supervisors of instruction, including consultants, is to assist teachers in improving the learning situation and instructional methods at a particular level or in a particular subject. Principals are the administrative heads of schools. They usually administer a building or a group of buildings with or without the aid of supervisors.

The term "teacher" is defined as a person employed to instruct pupils or students. At the elementary and secondary levels, it does not include supervisors and principals, or librarians and guidance and psychological personnel when separately reported.

Beginning with 1919–20, the Department of Education has collected data on salaries of total instructional staff (supervisors, principals, teachers, librarians, and guidance and psychological personnel). Salary information for prior years is available for teachers only. Average annual salaries of instructional staff members were obtained by dividing total expenditures for salaries by the number of such personnel.

Table 15.—Catholic elementary and secondary enrollment, teachers, and schools, by level: 1919–20 to 1990–91

Source: National Catholic Educational Association, *A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967–68 and 1969–70,* as compiled from the Official Catholic Directory, and *United States Catholic Elementary and Secondary Schools, 1989–90 and 1990–91.* Franklin Press, *Catholic Schools in America* (1978 edition). U.S. Bureau of the Census, 1919–20 to 1959–60, *Historical Statistics of the United States, Colonial Times to 1970.*

The elementary division of the Catholic school system includes five types of schools: (1) parochial schools are operated in connection with parishes; (2) inter-parochial schools are under the administrative control of two or more parishes; (3) archdiocesan or diocesan schools are under the direct administration of an ordinary and serve the parishes designated by him; (4) private schools are conducted independently of parishes by religious communities; and (5) institutional schools include industrial schools; schools for blind, deaf, delinquent, or other disadvantaged children; and schools conducted in orphanages.

In Catholic secondary education, there are, broadly, three types of administrative control, defined generally as for the elementary above: (1) central or diocesan; (2) parochial; and (3) private. However, many parochial and private schools really function as diocesan schools. The data for elementary school teachers exclude priests serving as part-time teachers of religion.

Table 16.—Public school enrollment in grades 9 to 12, by subject: 1889–90 to fall 1981

Source: U.S. Department of Education (Office of Education), 1889–90 to 1948–49, *Biennial Survey of Education in the United States, 1947–48 to 1949–50;* 1954–55 to 1964–65, National Center for Education

Statistics, *Digest of Educational Statistics;* fall 1972 and fall 1981, *A Trend Study of High School Offerings and Enrollments;* and unpublished data.

For 1919–10 to 1933–34, the percentages are based on the number of pupils enrolled in the last 4 years of all schools that returned usable questionnaires. For 1889–90, 1899–1900, and 1948–49 to 1964–65, the figures are based on the total number of pupils enrolled in the last 4 years of all schools. The source for 1889–90 to 1948–49 states that "when necessary, the subjects reported in previous surveys were analyzed, and appropriate components were either recombined, separately listed, or eliminated (with corresponding changes in the number and percentage enrolled) in a manner to yield as close comparability as possible with the data in the current (1948–49) survey."

Table 17.—Student proficiency in reading, writing, mathematics, and science, by age and race/ethnicity: 1969–70 to 1989–90

Table 18.—Percentage of students at or above selected reading, mathematics, and science proficiency levels, by age and race/ethnicity: 1970–71 to 1989–90

Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress.*

The idea of an indicator of student achievement at the national level first emerged in 1963 when then Commissioner of Education Frank Keppel decided to collect information on how well the Nation's schools were doing. In 1969, a National Assessment of Educational Progress (NAEP) was designed as a voluntary, cooperative program to monitor the scholastic achievement of our Nation's 9-, 13-, and 17-year-olds. NAEP is a congressionally mandated project of the U.S. Department of Education's National Center for Education Statistics.

Over the past 20 years, NAEP has generated more than 200 reports spanning 11 instructional areas. Commonly known as the "Nation's report card," it is the only ongoing, comparable, and representative assessment of what U.S. students know and can do. The NAEP trend data in this report are based on four science assessments (1976–77, 1981–82, 1985–86, and 1989–90), four mathematics assessments (1977–78, 1981–82, 1985–86, and 1989–90), and six reading assessments (1970–71, 1974–75, 1979–80, 1983–84, 1987–88, and 1989–90).

Students are randomly selected based on a stratified, three-stage sampling plan designed to yield nationally representative results as well as results for particular subpopulations of students, as defined by sex, race/ethnicity, region of the country, and size/type of community. NAEP samples about 40,000 students per subject, per assessment. For the trend assessments, NAEP assesses 9-, 13-, and 17-year-old students. To reduce the burden for students, NAEP uses a variant of matrix sampling called Focused-Balanced Incomplete Block (BIB) Spiraling. Thus, not all students are asked to answer all questions. This system provides broad coverage of the subject being assessed while minimizing the classroom time required of any one student.

Table 19.—High school graduates, by sex and control of institution: 1869–70 to 1991–92

Source: U.S. Department of Education (Office of Education), 1869–70 to 1937–38, *Statistical Summary of Education, 1937–38;* 1939–40 to 1951–52, *Biennial Survey of Education in the United States,* various issues; 1953–54 to 1991–92, National Center for Education Statistics, *Digest of Education Statistics, 1992.* Seventeen-year-olds computed on the basis of U.S. Bureau of the Census, Current Population Reports, series P-25, Nos. 310, 311, and 511, and unpublished tabulations.

Figures for high school graduates include graduates from public and private schools and exclude persons granted equivalency certificates.

Table 20.—Public school districts and public and private elementary and secondary schools: 1929–30 to 1990–91

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1992.*

These data are fall counts of local education agencies and public schools. Since schools are organizational units and not counts of physical plants, there may be more schools than school buildings (see additional notes for tables 9, 10, and 11). In addition, school districts include various entities which provide specialized instruction and administrative and other student-related assistance to schools. These entities include various kinds of units such as vocational and special education districts and supervisory unions.

Counts of private schools are estimated from various sources. Specifically, key elements of the private school universe, such as the Catholic schools and other private schools, are located with the assistance of private school associations. In addition, sampling techniques are used to discover the existence of other religious and non-affiliated schools. After 1980, estimates of the number of these schools and other data were obtained from sample surveys.

Table 21.—Revenues for public elementary and secondary schools, by source of funds: 1889–90 to 1989–90

Source: U.S. Department of Education (Office of Education), 1889–90 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1957–58, *Biennial Survey of Education in the United States,* various issues; 1959–60 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics, 1992.*

Revenue receipts represent additions to assets (cash) from taxes, appropriations, and other funds which do not incur an obligation that must be met at some future date and do not represent exchanges of property for money. Receipts from county and other intermediate sources are included with local receipts. Other sources of revenue include gifts, tuition, and transportation fees from patrons.

Nonrevenue receipts represent amounts which either incur an obligation that must be met at some future date or change the form of an asset from property to cash and therefore decrease the amount and the value of school property. Money received from loans, sale of bonds, sale of property purchased from capital funds, and proceeds from insurance adjustments constitute most of the nonrevenue receipts. Nonrevenue receipts are not included in the table.

Table 22.—Total and current expenditures and expenditure per pupil in public elementary and secondary schools, by purpose: 1869–70 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1955–56, *Biennial Survey of Education in the United States,* various issues; 1957–58 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics,* various issues.

Expenditures for administration include those for the central office staff for administrative functions and all general control which is system wide and not confined to one school, subject, or narrow phase of school services. Instruction expenditures include salaries of instructional staff and clerical assistants, expenditures for free textbooks, school library books, supplies, and other expenditures for instruction. Plant operation and maintenance expenditures include salaries of custodians, engineers, carpenters, painters, etc.; fuel, light, water, and power; and supplies, expenses, and contractual service. Other current expenditures include those for fixed charges and for attendance, health, transportation, food, and miscellaneous services.

Capital outlay includes expenditures for the acquisition of fixed assets or additions to fixed assets (such as land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, and initial or additional equipment). Interest includes interest payments on short-term and current loans from current funds and on bonds from current and sinking funds. Other expenditures include those separately reported for summer schools, community colleges, and adult education.

Table 23.—Historical summary of higher education statistics: 1869–70 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1955–56, *Biennial Survey of Education in the United States,* various issues; 1957–58 to 1979–80, National Center for Education Statistics, *Education Directory, Colleges and Universities; Faculty and Other Professional Staff in Institutions of Higher Education; Fall Enrollment in Colleges and Universities; Earned Degrees Conferred; Financial Statistics of Institutions of Higher Education;* and "Fall Enrollment in Institutions of Higher Education," "Degrees and Other Formal Awards Conferred," and "Financial Statistics of Institutions of Higher Education" surveys; and 1989–90, *Digest of Education Statistics, 1992.*

The Office of Education has issued statistical reports on higher education on a periodic basis since 1869–70. Until 1915–16, these statistics appeared in the *Annual Report of the United States Commissioner of Education.* For 1917–18 through 1957–58, statistical reports were issued biennially, as chapters of the *Biennial Survey of Education in the United States.* Since 1962, data have appeared in the annual *Digest of Education Statistics.* In addition, an annual report on conferral of earned degrees has been issued since 1948 and one on fall enrollments since 1946. An annual report on current income and expenditures and other finance items was also issued from 1933 to 1940, first under the title *The Economic Outlook in Higher Education* and later under the title *College Income and Expenditures.*

Among the major problems involved in the collecting and processing of nationwide statistics of higher education have been those of uniformity and promptness of reporting and completeness of coverage of the field. The problem of uniformity of reporting was attacked in 1930 with the formation of the National Committee on Standard Reports for Institutions of Higher Education; this committee was disbanded in 1935. Its successor, the Financial Advisory Service of the American Council on Education, carried on the

work until 1940, when it, too, was discontinued. These two organizations, voluntary in character and operating with no official status, did much to conventionalize finance accounting and reporting procedures in universities and colleges.

The problems of promptness of reporting and completeness of coverage stem from the fact that only the land-grant institutions (fewer than 4 percent of all the institutions in the Nation) are under legal obligation to submit financial or statistical reports to the Office of Education. The percent of institutions supplying usable reports within a reasonable time, however, has increased materially in the last two or three decades, in spite of the fact that inquiries emanating from the Office of Education have increased in number and scope. Since 1966, data have been collected from individual colleges and universities by the Higher Education General Information Survey and the successor, Integrated Postsecondary Education Data System. These survey systems allow for extensive data checks and imputations for nonrespondents. Response rates are generally quite high, over 90 percent, for most survey components. All of the data in this report are for institutions of higher education only. Institutions which do not offer a program creditable towards an associate or higher level degree are excluded.

Another problem in the compilation of historical statistics of higher education is the double counting of data for some institutions. Until 1916, the tabulations of the Office of Education were built largely around the various professional curricula, with the result that in many instances the data of a professional school within a university were included both in the overall tabulations of universities and colleges and in those of the profession involved. With the inception of the *Biennial Survey of Education* in 1918, the emphasis in tabulation was shifted to the administrative organization, and the data relating to certain professional schools were so tabulated that any possible duplication was identifiable without too much difficulty. Since 1932, the Office of Education has maintained a master list of all institutions in the Nation; thus, the problem of duplicate tabulation is no longer important.

Institutions reporting include universities, colleges, professional schools, junior colleges, teachers colleges, and normal schools, both privately and publicly controlled, regular session. The figures for institutions represent administrative organizations rather than individual campuses, i.e., a university operating one or more branches away from the main campus is counted as one institution. Beginning in 1969–70, or as noted, figures for institutions represent individual campuses. The branch campuses are counted as individual units according to their length of program. There is some (undeterminable) underreporting in the earlier years. Since 1946, this underreporting has been corrected by the use of estimated reports prepared from secondary sources for nonrespondent institutions.

The term "junior college" is used comprehensively to designate all institutions, of whatever curricular organization, which offer at least 2 but fewer than 4 years of college-level work immediately beyond high school.

Faculty figures include full-time and part-time faculty members. No attempt has been made to systematically evaluate these services on a full-time equivalent basis. Faculty figures also include the administrative, instructional, research, and other professional personnel. Resident instructional staff, however, excluded administrative and other professional personnel not engaged in instructional activities.

Table 24.—Enrollment in institutions of higher education, by sex, attendance status, and type and control of institution: 1869–70 to fall 1991

Table 25.—Enrollment in institutions of higher education, by state: 1869–70 to fall 1990

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1945–46, *Biennial Survey of Education in the United States,* various issues; and Fall 1946 to 1990, National Center for Education Statistics, *Digest of Education Statistics,* various editions.

The term "degree-credit enrollment" refers to students whose current program in an institution of higher education consisted wholly or principally of work which was creditable toward a bachelor's or higher degree, either in the student's own institution or by transfer to another institution.

Table 26.—Number and professional employees of institutions of higher education: 1869–70 to 1991–92

Source: U.S. Department of Education (Office of Education), 1869–70 to 1915–16, *Annual Report of the United States Commissioner of Education,* various issues; 1917–18 to 1943–44, *Biennial Survey of Education in the United States,* various issues; and 1961–62 to 1990, National Center for Education Statistics, *Digest of Education Statistics,* various editions.

An institution of higher education is authorized and currently offering either a 2-year or 4-year degree or credit transferable to such an institution leading to such a degree. In addition, such an institution must be accredited by an agency recognized as a valid accrediting agency by the Secretary of Education.

Table 27.—Number of permanent colleges and universities founded before 1860, by decade of founding and by state

Source: U.S. Department of Education, Higher Education General Information Survey (HEGIS), "Institutional Characteristics of Colleges and Universities," unpublished tabulation.

The Department of Education has maintained a data file on the characteristics of colleges and universities, which includes a founding date for each higher education institution in the country. An analysis was conducted based on the 1980–81 data file to find the number of colleges founded prior to the Civil War. According to the tabulation, some 381 of today's colleges existed prior to 1860; however, some were probably not providing college-level education during that time period. This estimate seems to give a reasonable measure of the number of institutions that existed prior to 1860. The 1860 census reported that there were 467 colleges which, after allowing for closures gives some credibility to the figure of 381 permanent colleges.

Table 28.—Degrees conferred by institutions of higher education, by sex and level: 1869–70 to 1989–90

Table 29.—Bachelor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 30.—Master's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 31.—Doctor's degrees conferred by institutions of higher education, by field of study: 1959–60 to 1989–90

Table 32.—First-professional degrees conferred by institutions of higher education in dentistry, medicine, and law, by sex: 1949–50 to 1989–90

Source: U.S. Department of Education (Office of Education), 1869–70 to 1952–53, *Biennial Survey of Education in the United States, Statistics of Higher Education,* biennial issues, and unpublished data; 1953–54 to 1989–90, *Digest of Education Statistics,* annual issues. National Research Council, Commission on Human Resources, Washington, D.C., Doctorate Records File.

The first-level degree (designated as "bachelor's or first professional") is defined as the first degree granted upon completion of a course of study in a given academic field. The degree must be based on at least 4 years of college work or the equivalent thereof. The same classification (namely, "first level") is given to a degree, e.g., LL.B., regardless of whether the degree is based on 7 years' preparation or less and regardless of whether the student had previously earned a degree in another field. The first-level degree is ordinarily a bachelor's degree, but important exceptions occur in certain of the professional fields. The second-level degree is a degree beyond the first level but below the doctorate; ordinarily, a master's degree. The doctorate (the highest level of earned degrees) includes such advanced degrees as Ph.D., Ed.D., D.Eng., and Dr. P.H.; it includes only earned degrees, not honorary.

Although the first medical school in the United States was established in 1765, the accuracy of data recorded for years prior to 1900 is questionable. Inspection and classification of medical schools was initiated by the American Medical Association Council on Medical Education in 1904; by 1929, there was only one unapproved school. As far as the data permit, only approved medical and basic science schools are included. Before the founding of the first dental school in 1840, dental work was done by medical doctors or by persons who were self-taught or apprentice-trained. By 1880, most states required dental practitioners to be dental school graduates.

The Doctorate Records File is a virtually complete source of data about persons receiving doctorates since 1920. This survey was used as a source of data on the average length of time required to earn a doctor's degree. The doctoral degrees reported are those earned at regionally accredited U.S. universities and include such degree titles as Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Doctor of Engineering (D.Eng.), etc. Professional degrees such as Doctor of Medicine (M.D.), Doctor of Dental Surgery (D.D.S.), and Doctor of Veterinary Medicine (D.V.M.) are excluded.

Table 33.—Current-fund revenue of institutions of higher education, by source of funds: 1889–90 to 1989–90

Source: U.S. Department of Education (Office of Education), 1889–90 to 1919–10, *Annual Report of the United States Commissioner of Education,* various issues; 1919–20 to 1959–60, *Biennial Survey of Education in the United States,* various issues; 1961–62 to 1963–64, National Center for Education Statistics, *Higher Education Finances,* and unpublished data; 1965–66 to 1979–80, *Financial Statistics of Institutions of Higher Education,* various issues; and 1980–81 to 1989–90, *Digest of Education Statistics,* various issues.

Total current-fund revenue represents funds accruing to, or received by, higher education institutions, usable for their recurring day-to-day activities.

Educational and general revenue are those available for the regular or customary activities of an institution which are part of, contributory to, or necessary

to its instructional or research program. These include salaries and travel of faculty and administrative or other employees; purchase of supplies or materials for current use in classrooms, libraries, laboratories, or offices; and operation and maintenance of the educational plant.

Income from students' tuition and fees represents funds (matriculation, tuition, laboratory, library, health, and other fees, but not charges for rooms or meals) regularly paid by students themselves or for them by their relatives or philanthropic groups.

Endowment income is derived from invested funds. Only the income of the endowment funds is to be used for the current purposes of the institution. If funds are merely temporarily placed in the endowment fund, the right to withdraw them being reserved by the donor or the governing board of the institution concerned, they are known as "funds functioning as endowment" and are not subject to the principal of "once endowment, always endowment."

Private gifts and grants are voluntary contributions from philanthropically minded individuals and organizations to the various institutions of higher education.

Sales and services of educational activities and of organized activities related to them are frequently referred to briefly as "related activities." The term includes all the incidental earnings of an institution, such as sales of livestock or dairy products of an agricultural school; tuition and other income of a laboratory school, a demonstration school, or a museum; fees for care at a medical or dental clinic; and other income of this nature derived from services directly connected with the instructional program of the institution.

Student-aid funds are funds having to do with the provision of scholarships, fellowships, prizes, and student-financed aid of any type not involving employment by or repayment to the institution. Student-aid funds may be lent to students to help them defray their expenses while in school.

Other sources of income include annuity and plant funds. Annuity funds are funds acquired subject to the condition that the recipient institution pay a stipulated sum of money annually or at other regular intervals to a designated beneficiary or beneficiaries, not necessarily the same person as the donor. These payments continue until the death of the beneficiary (the last beneficiary, if more than one), at which time the principal of the fund becomes the property of the institution. Plant funds are funds which have been or are to be invested in buildings, grounds, furniture, scientific equipment, or other permanent physical property of the institution. Real estate held for direct educational or auxiliary use by the institution is thus part of the plant-fund group.

Income from auxiliary enterprises and activities includes income of dormitories, dining halls, cafeterias, union buildings, college bookstores, university presses, student hospitals, faculty housing, intercollegiate athletic programs, concerts, industrial plants operated on a student self-help basis, and other enterprises conducted primarily for students and staff and intended to be self-supporting without competing with the industries of the community in which the institution is located.

The other account of an institution of higher education includes income which is either so incidental in its nature, so irregular in its frequency, or so minor in its amount as to make its classification difficult or impractical. The most common types of other income are probably (1) interest on current funds; (2) rent of institutional property for noninstitutional purposes; (3) transcript fees of students; (4) library fines; and possibly other minor items.

Table 34.—Current-fund expenditures and educational and general expenditure per student of institutions of higher education, by function: 1929–30 to 1989–90

Source: U.S. Department of Education (Office of Education), 1929–30 to 1959–60, *Biennial Survey of Education in the United States*, various issues; 1961–62 to 1963–64, *Higher Education Finances*, and unpublished tabulations; 1965–66 to 1989–90, National Center for Education Statistics, *Digest of Education Statistics*, various issues.

Expenditure data were not tabulated for all institutions of higher education until 1930. Prior to that time, they were collected from land-grant institutions and teacher-education institutions only. Other professional schools and non-land-grant institutions were omitted from the surveys.

Organized research expenditures cover research programs of sufficient magnitude to warrant carrying them separately in the finance budget.

Plant operation and maintenance expenditures include wages of janitors and other caretakers; cost of fuel, light, trucking of materials about the campuses, and repairs to buildings; and other costs connected with keeping the physical plant in good order.

Expenditures for conducting laboratory or demonstration schools, medical-school hospitals, dental clinics, home-economics cafeterias, agricultural-college creameries, college-operated industries, and other activities closely connected with the instructional program but not actually integral parts of it are frequently referred to briefly as "related activities."

Extension and public service expenditures cover correspondence courses, radio and television courses, adult study courses and other non-degree-credit courses, institutes, public lectures, cooperative extension in land-grant institutions, radio and television stations, and similar media for carrying the

work of an institution beyond its traditional and customary campus activities.

Table 35.—Value of property and endowment, and liabilities of institutions of higher education: 1899–1900 to 1989–90

Source: U.S. Department of Education (Office of Education), 1919–20 to 1957–58, *Biennial Survey of Education in the United States,* various issues; 1959–60, *Statistics of Higher Education-Receipts, Expenditures, and Property, 1959-60;* 1961–62 to 1963–64, *Higher Education Finances;* 1965–66 to 1985–86, *Digest of Education Statistics, 1992;* and 1986–87 to 1989–90, Integrated Postsecondary Education Data System (IPEDS), "Finance" survey, survey data files.

Data represent moneys received and spent by higher education institutions for expanding their physical holdings (land, buildings, equipment of various sorts) held or utilized primarily for instructional, recreational, or student residence purposes. Real estate held and operated for investment purposes is not included.

Property data represent value of all permanent or quasi-permanent assets which include lands, buildings, and equipment; funds held for investment purposes only (the income from such funds being available for current use); funds subject to annuity or living trust agreements; and funds the principal of which may be lent to students to help defray their living expenses or tuition bills. The term "fund" is used in its accounting sense of cash or other valuable assets (real estate, bonds, stock certificates, and other evidences of ownership or equity).

Table 36.—Gross domestic product, state and local expenditures, personal income, disposable personal income, and median family income: 1940 to 1991

Source: Gross domestic product, state and local expenditures, personal income and disposable personal income, 1940 to 1991, Executive Office of the President, *Economic Report of the President, February 1992.* Median family income, 1947 to 1989, U.S. Department of Commerce, Bureau of the Census, Current Population Reports, series P-60, No. 174; and 1990, Bureau of the Census, News Release, December 30, 1991.

Table 37.—Gross domestic product deflator, Consumer Price Index, education price indexes, and federal budget composite deflator: 1919 to 1992

Source: Gross domestic product deflator, Consumer Price Index, and federal budget composite deflator, 1919 to 1992, Executive Office of the President, *Economic Report of the President, February 1992.* Education price indexes, Research Associates of Washington, *Inflation Measures for Schools and Colleges,* various issues.

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